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ABSTRACT

This document consists of all 20 issues of the journal "Perceptions" published from fall 1990 through summer 1998 (8 years). Issues include articles about methods, materials, approaches, and techniques for working with students with emotional and behavioral disorders. (CR)

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PERCEPTIONS

A Journal for Practitioners

A Publication of the
Association of New York State Educators of
the Emotionally Disturbed (ANYSEED)

Volume 26 Number 1 Fall 1990
to
Volume 32 Number 4 Summer 1998

20 Consecutive Issues (8 Years)

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Perceptions

A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed
A Journal for Practitioners

Volume 26, Number 1 Fall 1990

EMOTIONALLY DISTURBED STUDENTS:

ADDRESSING THEIR NEEDS

> ... people should talk to each other ... I'm saying that the more open we are about what gets our moods going, and how those moods affect our work, the more likely we are to catch hold of ourselves - in the nick of time.
>
> Robert Coles, *The Call of Stories*

Perceptions

A Quarterly Publication of ANYSEED

A Journal For Practitioners

Fall 1990
Volume 26
Number 1

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Statement of Purpose

PERCEPTIONS is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

PERCEPTIONS is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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FROM THE EDITOR

As 1990 comes to an end, I think of our accomplishments in creating and producing a quality journal for the membership. Although the evidence of hard work can be seen in each issue of the journal, certain individuals have been instrumental in this endeavor. Each person has played a vital and significant role, often receiving very little recognition. Lynn Sarda, Director of the Mid-Hudson Teacher Center, has been involved with all aspects of the journal in her role as associate editor. In addition to her varied duties, she has shown a commitment to having *Perceptions* meet and satisfy the needs of special educators in the field. Dr. Joseph Trippi, special education professor at SUNY New Paltz, has developed a research-to-practice column in past issues. Myrna Calabrese, New York State SETRC trainer, has consistently kept us informed of current issues in the field of special education. More recently, Ralph Flood, consultant teacher for the Wallkill School District, has joined us as an assistant editor, keeping readers aware of practical, useful ideas for the classroom. A special thank you goes to the authors of articles for this past year: Richard Ashcroft, Lyn Bauer, Barbara Bubacz, John Burke, Anthony Chiappone, David H. Crenshaw, Keith L. Curry, Michaela D'Aquanni, Samuel A. DiGangi, Carolyn Eggleston, Connie Flood, Ralph Flood, Herbert L. Foster, John Keck, Everett F. Kelley, Ralph Kerr, Dennis R. King, Gregory Leichty, Rennie Lewin, Nicholas J. Long, Edith Marks, Sidney Miller, Patrick Perryman, Mary Anne Prater, Robert Rutherford, Jr., Robin C. Stall, Steven Throne, Leonard Tuder, and Idajean Windell. Thanks go to Terry Grosser, Advertising Arts and Promotions, who designs and publishes the journal.

Wish to get involved with some aspect of *Perceptions*? Would you like to join the people who are on the ANYSEED executive board? Want to join a committee that is working to improve the education of children with handicaps? If so, please feel free to write to a member of the executive board with your interests. Write to:

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I thank everyone who has contributed to *Perceptions* and look forward to hearing from others who wish to get involved with the journal and ANYSEED.

Robert J. Michael
Editor

AN EGO-SUPPORTIVE APPROACH TO CHILDREN IN RESIDENTIAL TREATMENT

by

David A. Crenshaw, Ph.D.

David Crenshaw is the Clinical Director of the Astor Home for Children in Rhinebeck, New York.

The essence of the ego-supportive approach is the recognition that children who need encouragement the most, often receive it the least. This approach is intended to be a unifying framework for the treatment of children in our residential program. Implicit in this philosophy is the understanding that children in residential treatment have been exposed to repeated failures and therefore have low self-esteem. In addition, many of them, because of harsh and sometimes abusive experiences in early life, have not developed a solid sense of self, nor do they have sophisticated resources to help them deal with anxiety (Crenshaw et al, 1986). Van Ornum and Mordock (1983) have stated these children frequently have only "fight or flight" as their primary ways of dealing with anxiety. These are severely ego-impaired children who need our guidance as well as modeling in order to develop more sophisticated and reliable coping resources. The experience of anxiety for our children can be extremely disorganizing, since they have such limited internal resources to help them defend against these feelings. Sometimes, the experience is one of disintegration or annihilation; thus, many of our children exhibit extreme panic and will resort to either flight or fight in an attempt to deal with this very frightening and disorganizing experience. In most every case where we encounter aggression in these children, there has been a preceding moment of fear, panic, or anxiety which they feel unprepared to handle. Since our philosophy of treatment focuses on the goal of enabling children to change and develop healthier internal resources, as compared with simply modifying their overt behavior, the ego-supportive approach is one that can unify all of our efforts. This approach has six crucial elements delineated below:

1. Respect for the Child as an Individual, as well as His/Her Family, and His/Her Cultural and Ethnic Heritage.

The ego-supportive approach recognizes that children grow and change in an emotional climate of profound respect and acceptance. The acceptance includes recognition of the importance to the child of his/her family ties, ethnic identity, and cultural and religious traditions. Every effort should be made from the day of intake to include the child's family as an integral part of the treatment team. Our intent is to reinforce family ties; to build on the positive resources in the child and family, and to work collaboratively with the family toward treatment goals. In addition, we need to support and respect, in all our dealings with the child and family, the importance of their ethnic, religious, and cultural identity. We can best convey this respect through an understanding of the significance this heritage has for the child and how it is a crucial aspect of his/her identity. If we don't respect this cultural and ethnic heritage, we don't respect the child. The program should offer frequent and varied events celebrating and reinforcing the important cultural and ethnic tradition of the children in our care.

2. Developmental Considerations

The ego-supportive approach takes fully into account the developmental levels of children and develops programming as well as direct interventions with the children based upon their needs and level of current functioning. Most children, when first placed in residential treatment because of highly variable internal controls, need a great deal of structure, predictability, firm but kind limits, and a great deal of nurture and protection. When these very basic needs have been met consistently and predictably over a period of time, the children may start to view adults as not simply there to meet their needs but as separate individuals in their own right with whom they wish to develop a relationship. At first, this relationship is very tenuous and ambivalent. It is only very gradually and after much testing that a child eventually learns to trust and feel comfortable with the caretaking adults. Along the way, it can be expected that there will be many regressions and setbacks, since this is the normal course of growth and development in all children, and, as much as possible, these experiences should be treated as valuable learning opportunities.

Once the child is secure and comfortable in relationships with adults, the child developmentally begins to move away from the adult, becomes more interested in his/her world of peers, and becomes more of a group-minded child. Usually when children reach this stage, they no longer are in need of residential treatment and at that point can return to their family or a more community-based placement.

The ego-supportive approach emphasizes the importance of developmental considerations and is always looking to reinforce any improvement in the child's level of functioning, no matter how slight or gradual. This is crucial because children in residential treatment frequently do not see these changes and often feel hopeless and demoralized by what they perceive as their frequent failures or lack of progress. The ego-supportive approach consists of recognizing and reinforcing the child for any kind of developmental progression in any area of his/her functioning. This requires that all staff working with the child in all areas of the program be aware of the child's current developmental levels and be alert to any changes, so as to be able to reinforce the child's growth.

3. Supporting and Building the Child's Defenses

Since ego-impaired children have very few defensive resources, all the staff working with the child need to support the defenses the child does have and help him/her build more sophisticated resources. When a child is upset or out of control, our question is not what has made him/her upset or out of control, but rather what helps him/her to feel less upset and more in control. A child who is in the midst of a rage episode should not be probed as to why s/he is so angry, but rather the staff can be more helpful by exploring with him/her, as soon as s/he is calm enough to engage in discussion, the things that can make him/her less angry. In this approach, it is recognized that, developmentally, the child is improving if s/he projects or displaces blame onto others in a verbal fashion if before his/her only defense was fight or flight. We would, therefore, say to the child something like, "Before, when you would get angry, you would either hit somebody or run out of the group. Now, you are able to talk with us about the things that are making you angry." As the child develops more sophisticated defenses and internal coping resources, s/he may be helped to see more and more his/her own part in the difficulties that arise. This kind of interpretation and confrontation with the child has to be done carefully with a very good sense of timing and only after the child has developed the internal resources that enable him/her to cope with the anxiety generated by such confrontations. This would usually occur in later stages of treatment and typically the interpretative work should be done by a trained therapist in the context of a strong therapeutic relationship with the child which has developed over a period of time.

Interpretations and confrontations of the child's defenses made prematurely are often experienced by the child as a massive rejection and provoke enormous anxiety. It is therefore strongly recommended that, in the milieu, such confrontations and interpretation of the child's defenses be considered in most instances as an inappropriate approach and instead the emphasis would be on supporting and building the child's defenses.

4. Identifying and Highlighting the Child's Strengths

This approach recognizes that we gain much more therapeutic leverage and efficacy by identifying the things the child does well, highlighting his/her personal strengths and resources, than by focusing on pathology. Much training in the mental health field is focused on identifying and treating pathology. This, unfortunately, sometimes leads to a disproportionate emphasis upon the disturbance in the child and underemphasis upon the child's healthy resources and strengths. Children, like adults, are much more receptive to our interventions if we recognize and call attention to the things they do well, the things they like and enjoy, the ways they are helpful, the ways they contribute, and the qualities we find in them that we like and respect. That does not mean that we ignore their disturbance; rather, we maintain a balance in our focus on the things that must change in the child on one hand and the resources and strengths in the child which can be enlisted in a cooperative effort to bring about change. We need to constantly reframe the way we view children so that we are not looking at what they are unable to do, but rather what they can do, and building and expanding on these assets and abilities.

5. Examining Our Own Reactions to the Child

A very crucial element of the ego-supportive approach is that the treatment teams take the time to discuss in depth their own feelings and reactions in their work with the children, so as to be able to develop and maintain a therapeutic attitude. Working with emotionally disturbed children inevitably stirs up strong feelings such as helplessness, inadequacy, impotence, fear, discouragement, and anger. These reactions need not be anti-therapeutic. The crucial factor is whether these feelings can be shared and discussed with other staff members in treatment team meetings and in supervision so that we can come to understand why certain children, as a result of specific actions, stir up in us these strong feelings. Not only does such discussion generate support and understanding from other staff members, but it will often lead to consideration of alternative approaches to the child and may enable the team to come up with new and creative ways of approaching the difficult behavior being encountered in the child. Sometimes, simply having a better understanding, based upon a more complete clinical picture of the child, enables staff to be able to cope more easily with frustrations. The most essential factor is that the staff not react personally to the anger they frequently encounter in their work with troubled children.

Fritz Redl and David Wineman (1951) wrote a book more than thirty years ago entitled *Children Who Hate*. The book describes children in a residential treatment center who, in may ways, are like the children in our care. They are children who have good reasons to hate and to distrust. In the process of helping them, we must find a way to tolerate the anger, fear, and other intense painful emotions that these children have not developed the capacity to contain within themselves. We can serve as models for them in dealing with painful and intense feelings, until they are strong enough to bear these feelings more easily and to manage them in a more constructive manner. This, of course, is a very tall order for all workers who undertake the difficult task of helping emotionally disturbed children. It is imperative that adequate time and attention be given to this crucial aspect of the ego-supportive approach. All treatment teams should take time in their staff meetings to review their own feelings in working with the children. They can provide support to one another as well as help to develop a more complete understanding of the child, which can lead to new and more helpful ways of intervening.

6. Maximizing the Child's Opportunities for Success

Since nothing enhances the child's self-esteem more than actual experiences of successful participation in life, the program should offer many and varied opportunities for children to succeed at all levels. Much thought and effort should be devoted to maximizing the chances of a child succeeding. This is especially important for those children at the lowest developmental levels, who are struggling the most and who have experienced repeated failure and frustration. Creativity and ingenuity is needed by treatment teams to plan new approaches which will facilitate a child's progress. Since many of the children in our care have been exposed to considerable deprivation and loss in their early lives, it is important to highlight reward and incentive programs which enable the child to earn points, rather than emphasize taking away points or privileges for inappropriate behaviors. The child's experience with loss and deprivation in the past will likely cause him/her to react very strongly to losing points; this will not result in a positive learning experience. The ego-supportive approach assumes that all children can succeed if we are in tune with their development levels and arrange the steps necessary for them to realistically succeed.

The above elements are regarded as crucial features of an ego-supportive philosophy of treatment for children in our care. We will not always know what to do, even with the best of intentions and the support of our fellow staff, as we strive to help the children to grow. It is important to remember that children are wonderfully forgiving when we honestly admit our mistakes, particularly when our errors stem from our intellect and not our heart.

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"CHILDREN AND FAMILIES OF THE NINETIES"

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Conference agenda and registration information will be in the Winter edition of *Perceptions*.

THE CONCRETE-TO-ABSTRACT CONTINUUM:
A STRATEGY FOR MODIFYING LEARNING AND BEHAVIOR IN SEVERELY BEHAVIOR DISORDERED STUDENTS

by

Gregory J. Leichty, Sidney R. Miller, Ph.D.,
John Burke, and Mary Anne Prater, Ph.D.

Gregory Leichty, Professor Sidney Miller, and Assistant Professor Mary Anne Prater are from the Department of Special Education at Southern Illinois University in Carbondale. John Burke is an Instructor at the Tri-County Special Education Cooperative in Anna, Illinois.

ABSTRACT

The purpose of this study was to investigate the efficacy of the concrete-to-abstract continuum as a learning strategy for increasing the academic performance and the on-task behavior of two severely behaviorally disordered adolescent students attending a residential institution educational program in southern Illinois.

The subjects demonstrated verbal and physical aggression toward a variety of individuals, including peers and teaching staff, at a variety of community-based and school settings, and at the residential facility. In addition, they exhibited learning deficits in knowledge of numerical values, relationships of quantity to numerical values, and counting. It was hypothesized that, by providing a concrete-to-abstract learning continuum, the students' academic performance and on-task behavior would increase and their aggressive behaviors would concurrently decrease.

The concrete-to-abstract instructional continuum strategy was integrated into the performance areas required in the classroom. The performance areas for subject 1 were counting, addition, subtraction, and multiplication. The performance areas for subject 2 were counting, addition, and subtraction. The treatment continued for an entire academic semester. Results of the study supported the hypothesis that academic accuracy performance would increase, while concurrently promoting increased on-task behavior. Observational data from other school personnel indicated that, while the on-task behavior increased, the subjects' aggressive conduct decreased.

INTRODUCTION

The vast majority of the literature on behavior disorders has attended to the management of undesired behaviors through traditional behavior management techniques. Miller, Miller, Wheeler, and Selinger (1989) referenced this phenomenon and suggested that increased instructional attention could simultaneously address poor academic performance and undesired behavior without resorting to the traditional management methodology. These observations were supported by Morgan and Jensen (1988) when they called for (a) a more structured academic instruction, and (b) an effective behavior management program. The proponents believe that such programming would result in longer-term treatment effects and increased generalization into more normal environments.

Advocates of the "teach them to pay attention and they will learn" theorem have (a) often failed to collect data on both academic and behavioral variables (Christie, Hiss, & Lozanoff, 1984); (b) found that increases in attention do not necessarily correspond proportionally to academic gains (Hallahan & Sapona, 1983), and/or (c) established no statistically significant gains in attention or academic performance (Eastman & Rasbury, 1981).

Other researchers have measured the simultaneous effects of a token reinforcement system on academic and attending behaviors of non-Special Education students. Ayllon and Roberts (1974) found that token reinforcement resulted in the improvement of both academic and attending behaviors. Their study was conducted in an upper-middle-class school and the subjects were performing at or above grade level prior to the study. The authors stated that, under more trying circumstances involving underachieving students, the simple reinforcement of academic performance may not have been sufficient to sustain the academic and behavioral gains. Ferritor, Buckholdt, Hamblin, and Smith (1972) found that token reinforcement was effective in promoting the academic and attending behaviors of inner-city students.

Recently, researchers have explored the issue of improving students' behavior by increasing academic performance. Neilans and Israel (1981) concluded that the use of cognitive behavior modification components were superior to token reinforcement for concurrently improving and maintaining academic and attending performance with behaviorally disordered students. Davis and Hajicek (1985) found that both the attention and accuracy of behaviorally disordered students improved with the use of self-instructional strategies. Miller, Miller, Selinger, and Wheeler (1989) found that both academic performance and disruptive behavior improved simultaneously with the use of self-instruction.

Both studies reported in this article investigated the use of a specific developmental instructional process with Severe Behavior Disordered youth designed to simultaneously promote academic development and appropriate classroom behavior.

The purpose of the following studies was to determine whether the instruction would simultaneously (a) increase the students' math performance accuracy; (b) promote academic gains while concurrently changing undesired behavior, and (c) promote the generalization of academic gains and on-task behavior into other settings. The two experiments were conducted sequentially.

METHODOLOGY

Settings:

The settings for both subjects were their regular classroom and a separate tutorial room. Both rooms were at the top of a three-story educational building located on the grounds of a mental health facility in southern Illinois. The regular classrooms for both the subjects had two sets of windows that overlooked the grounds of the facility. Each room contained a desk for up to eight students, a chalkboard, and a large table with four to eight chairs.

Subject 1 was in a classroom which served seven students ranging in age from 11 to 16 years. There was one teacher and one full-time aide. The treatment room for subject 1 was 36x24 feet. The room possessed three windows, one large table in the middle of the room, and a chalkboard. The room also contained a rubber takedown mat and weightlifting equipment. The subject and the investigator were the only persons in the room.

Subject 2 was in a classroom which served eight students ranging in age from 7 to 16 years. The room included one teacher and one full-time aide. The treatment room for subject 2 was 18x24 feet. The room possessed two windows, two large tables in the middle of the room, two large cabinet lockers on the right wall, and a chalkboard. The room also contained games and various activities on a third table against the right wall. The subject and the investigator were the only people in the room.

Data Collection:

The investigators used three separate procedures for collecting data in each study: (a) a momentary interval procedure to assess on-task behavior across all conditions and settings, (b) a Criterion Referenced Test (CRT), and (c) assigned worksheets. The CRT was used during each baseline, and the worksheets were used as probes during all subsequent baselines to assess the student's mastery over the mathematics concepts just learned.

The momentary interval procedure was used to measure the on-task behavior of the subject across settings and treatment phases. The investigator would observe the subject on 20 separate occasions during one-minute intervals. When the subject was on-task, the investigator recorded a plus on the tally sheet, and a minus was recorded when he exhibited behaviors not in conformity to the stated on-task criteria, all of which was explained to the subject prior to the initiation of treatment. All data from this observation process were documented in a single tally notebook and analyzed at the end of each day.

The Criterion Referenced Test (CRT) was developed by the investigator and was composed of problems in the area of mathematics. The test contained problems in counting, addition, subtraction, multiplication, and division. The items were assessed in the instructional environment at the mental health facility, and were piloted. The test included four counting problems, two single-column addition problems without carrying, two double-column addition problems without carrying, two double-column addition problems with carrying, two three-column addition problems without carrying, one single-column subtraction problem, two double-column subtraction problems without regrouping, two double-column subtraction problems with regrouping, three single-column multiplication problems without carrying or borrowing, and three single-digit divisor/two-digit dividend division problems. The students were presented the CRT, and the teacher collected and corrected the material at the end of each administrative session. All the material was corrected using a standardized key developed by the investigator. The data from the CRT were collected and recorded in a tally book that was maintained by the investigator. Data were reported as a percentage of accuracy following completion of the test.

The worksheets consisted of problems developed and field-tested by the investigator that were similar in difficulty to the like problems on the CRT. These four problem worksheet probes covered the individual's specified mathematics areas in counting, addition, subtraction, multiplication, and division, and were used during each treatment phase and during the subsequent baseline to assess the subject's mastery of the mathematical area. The worksheets were collected at the end of the session, at which time they were administered and corrected through the use of a key developed by the investigator. Data were reported as a percentage of accuracy following completion of the worksheet assignment and placed in the tally book for daily analysis.

Reliability:

The primary investigator and another graduate student independently observed and recorded both on-task behavior and math performance of both subjects, while observing in both the treatment environment and the regular classroom. Reliability was calculated by dividing the number of scoring agreements by the total number of agreements and disagreements. During experiment 1, reliability was checked 21% of the time in the treatment environment, and 33% of the time in the regular classroom environment. During experiment 2, reliability was checked 25% of the time in the treatment environment, and 30% of the time in the regular classroom. There was 100% inter-observer agreement on all reliability checks.

Treatment:

Both studies employed the same treatment procedure during each instructional sequence. During each treatment period, a specific mathematical concept was taught, using the concrete-to-abstract continuum. The concrete-to-abstract continuum consisted of three exclusive instructional tactics which include the (a) concrete level (e.g., tangible items), (b) semi-concrete level (e.g., pictorial items), and (c) abstract level (e.g., actual written symbols) - (Mercer & Mercer, 1988; Underwood, 1977). During each of the three instructional tactics, a five-step instructional process was implemented. This five-step instructional process consisted of (a) presenting combined instructional tactical materials to the subject for discussion (the investigator would explain how the materials would be used and what they would be used for); (b) modeling the use of the materials for the subject; (c) the student imitating the modeled behavior (during this task, the student was asked to verbalize the task as he simulated its performance); (d) the subject actually performing the mathematical calculation; and (e) the subject being required to attain at least an 80% level of accuracy before moving on to the next level.

Following the successful attainment of the required proficiency level (80%) at each of the five instructional steps, the instructor would demonstrate to the subject the one-to-one correspondence between the three-dimensional learning (tactical level 1) and semi-concrete learning (tactical level 2) that was about to begin. At the semi-concrete tactical level, the instructor and the subject would proceed through the five-step instructional process outlined above, before moving to the abstract level.

EXPERIMENT I

Subject: The subject in the first study was a 13-year-old Caucasian male who resided at a mental health facility in southern Illinois. He had just been released after three months of treatment in a mental health facility in central Illinois. The subject's original placement in a mental health facility resulted from a conviction for rape and assault. He had a history of physical aggression with peers and adults working in the mental health facilities. Records indicated he physically struck teachers during class periods and exhibited provocative and angry gestures toward other students in the same environment. The subject was also described as delusional in that he directly communicated to imaginary friends. He was diagnosed as severely behavior disordered with mild mental retardation. The subject's most recent assessment yielded Peabody Individual Achievement Test (PIAT) grade level scores of 1.3 in mathematics, 1.3 in reading recognition, 1.4 in spelling, and 1.9 in information. The Wechsler Intelligence Scale for Children - Revised (WISC-R) yielded a verbal score of 54, a performance score of 60, and a full-scale score of 52.

The informal observational assessment of the student-teacher interaction was conducted prior to treatment. The subject's academic and behavior performance indicated he required assistance in both areas, with mathematics representing the area of greatest need for attention. The subject demonstrated weaknesses in knowledge of numerical values, relationships of quantity to numerical values, and counting. Inappropriate classroom behaviors displayed by the subject during mathematics instruction included refusals to work, rolling and closing of the eyes, unintelligible noises with the mouth, clenched fists, threats toward teachers and peers, and high levels of off-task behavior.

Experimental Design: The investigator employed an ABABABABC multiple-baseline single-subject design to assess the efficacy of the concrete-to-abstract continuum as a single treatment of choice to manage both academic performance and on-task behavior.

Baseline (A1): During the first baseline, the subject was presented with one criterion referenced test in both the treatment environment and the regular classroom for three consecutive days. The subject's performance accuracy and on-task behavior were measured in both environments.

Intervention (B1): The subject was taught basic counting skills using the concrete-to-abstract continuum in the treatment environment. No special assistance was provided to the subject in the regular classroom. Math accuracy and on-task behavior were measured for five consecutive days in the treatment environment.

Baseline (A2): The return to baseline consisted of the same CRT being administered in the treatment and regular classroom environments for 1 day, and five counting problems at a difficulty level comparable to those on the CRT were administered during the two following days. Math accuracy and on-task behavior were measured in the two environments.

Intervention (B2): The subject was taught regrouping and non-regrouping addition problems using the concrete-to-abstract continuum in the treatment environment. Math accuracy and on-task behavior were measured for seven consecutive days.

Baseline (A3): The return to baseline consisted of the same CRT being administered for 1 day with three new addition worksheets at comparable difficulty levels to those found on the CRT. Each worksheet contained four mathematics problems. Math accuracy and on-task behavior were measured in both the treatment environment and the regular classroom.

Intervention (B3): The subject was taught regrouping and non-regrouping subtraction problems using the concrete-to-abstract continuum. Math accuracy and on-task behavior were measured in the treatment environment for a seven-day period.

Baseline (A4): The return to baseline consisted of the same criterion referenced test used in the first baseline plus three new worksheets relevant to the subtraction problems on the CRT. Each worksheet contained four problems that were comparable to the diffuculty level of those found on the CRT. Math accuracy and on-task behavior were measured in both the treatment environment and the regular classroom.

Intervention (B4): The subject was taught subtraction regrouping problems plus one-column multiplication problems using the concrete-to-abstract continuum in the treatment environment. Math accuracy and on-task behavior were measured in the treatment environment only.

Follow-up: Three months following the conclusion of the treatment, a four-day follow-up of the subject's mathematics performance in the treatment environment and the regular classroom was conducted. The subject's mathematics performance and on-task behavior were measured.

EXPERIMENT II

Subject: The subject was a 14-year-old severely behaviorally disordered male who was referred by the Department of Children and Family Services to the Department of Mental Health. The subject resided at a mental health center in southern Illinois. Prior to his present placement, the subject had lived in a childrens' home in west-central Illinois. Sexual attacks on two young girls in the group home resulted in the present placement. The subject had resided in many settings, including foster care and smaller institutional situations. He had a history of physical aggression in all of these settings. Records indicated he physically struck teachers and peers in the classroom, and exhibited inappropriate sexual abuse of young girls. The subject's family history included numerous instances of physical and sexual abuse, which resulted in guardianship by the Department of Children and Family Services at the age of 8. The subject was placed in the institution 6 months prior to the initiation of this study. He attended a public school educational program on the grounds of the local mental health facility at which he resided. Testing at the time of admission yielded Peabody Individual Achievement Test (PIAT) grade level scores of .4 in mathematics, 1.3 in reading recognition, and 1.4 in spelling. The Wechsler Intelligence Scale for Children - Revised (WISC-R) yielded a verbal score of 45, a performance score of 61, and a full-scale score of 48.

The informal observational assessment of the student was conducted prior to treatment to identify disruptive behaviors and academic deficits in the classroom. The subject's academic and behavior performances indicated he required assistance in both areas. The data indicated that mathematics was the area in greatest need of remediation. The subject demonstrated weaknesses in knowledge of numerical values, relationships of quantity to numerical values, and counting. Inappropriate classroom behaviors displayed by the subject during mathematics instruction included refusals to work, sexually aggressive behaviors (inappropriate touching, sexually explicit language), and high levels of off-task behavior (yawning, staring into space, slouching in chair, talking to other students).

Experimental Design: The investigator employed an ABCABCAB multiple-baseline single-subject design across conditions and settings to assess the effectiveness of the concrete-to-abstract continuum as a single treatment of choice to manage both academic performance and on-task behavior. After each baseline condition reached a stable rate, the treatment phase was implemented for only one academic condition while math accuracy and on-task behavior continued for other conditions.

Baseline (A1): During the first baseline, the subject was presented with one criterion referenced test for four days. The subject's performance accuracy and on-task behavior were measured in both environments.

Intervention (B1): The subject was taught basic counting skills using the concrete-to-abstract continuum in the treatment environment. Math accuracy and on-task behavior were measured in the regular classroom on three days of mathematical probes.

Probe (C1): During this phase, four counting probes were instigated in the treatment environment, following the conclusion of the counting treatment phase. Both math accuracy and on-task behavior were measured in this environment.

Baseline (A2): The return to baseline consisted of the CRT being administered for four days, and the mathematical worksheets for seven days, in the treatment environment. Both math accuracy and on-task behavior were measured during this period.

Intervention (B2): The subject was taught regrouping and non-regrouping addition skills using the concrete-to-abstract continuum in the treatment environment. Math accuracy and on-task behavior were measured for seven consecutive days in the treatment environment. Two mathematical addition worksheets were also instigated during this phase, every four days, in the regular classroom. Both math accuracy and on-task behavior were measured in this environment.

Probe (C2): Two addition probes were instigated every fourth day in the treatment environment, following the conclusion of the prior intervention. Both math accuracy and on-task behavior were measured during this period.

Baseline (A3): The return to baseline consisted of the CRT being administered for five days and the mathematical worksheets for fourteen days, in the treatment environment. Both math accuracy and on-task behavior were measured in this environment.

Intervention (B3): The subject was taught regrouping and non-regrouping subtraction problems in the treatment environment using the concrete-to-abstract continuum. Math accuracy and on-task behavior were measured in this environment. Four mathematical probes were also instigated in the regular classroom over 12 days. Both math accuracy and on-task behavior were measured in this environment.

RESULTS

Experiment I

Following is phase-by-phase report of the results in experiment I. The data is visually displayed in Figure 1 for the treatment setting and Figure 2 for the regular classroom.

Baseline (A1): During the initial baseline, the subject obtained math accuracy scores on the CRT in the treatment environment ranging from 10-20%, with a mean of 18%. On-task behavior scores in the treatment environment ranged from 20-40%, with a mean of 33%. Baseline for math accuracy in the regular classroom ranged from 10-20%, with a mean of 16%. On-task behavior scores in the regular classroom ranged from 10-30%, with a mean of 25%.

Intervention (B1) - Counting: The instructional counting phase resulted in scores ranging from 60-90%, with a mean performance rate of 76%. On-task behavior percentage scores in the regular classroom ranged from 40-55%, with a mean of 48%.

Baseline (A2): The return to baseline in the treatment environment resulted in 3 scores ranging from 30-40%, with a mean of 33%. On-task behavior scores in the treatment environment ranged from 50-60%, with a mean of 53%. Math accuracy scores in the regular classroom ranged from 20-40%, with a mean of 30%. On-task behavior scores in the regular classroom ranged from 30-50%, with a mean of 40%.

Intervention (B2) - Addition: The initiation of the addition and addition regrouping phase in the treatment environment resulted in 7 daily percentage scores ranging from 45-90%, with a mean performance rate of 67%. On-task behavior scores in this environment ranged from 50-80%, with a mean of 60%.

Baseline (A3): The return to baseline resulted in 3 daily accuracy scores in the treatment environment ranging from 50-80%, with a mean of 60%. On-task behavior in the treatment environment ranged from 70-80%, with a mean of 76%. Accuracy scores in the regular classroom ranged from 50-60%, with a mean of 56%. On-task behavior scores in the regular classroom ranged from 50-70%, with a mean of 60%.

Intervention (B3) - Subtraction: Instruction in the treatment environment during the subtraction instructional phase resulted in 7 daily percentage scores ranging from 50-80%, with a mean of 68%. On-task behavior scores in the treatment environment ranged from 80-90%, with a mean of 85%.

Baseline (A4): The return to baseline resulted in 3 daily accuracy scores in the treatment environment ranging from 60-70%, with a mean of 65%. On-task behavior scores in the treatment environment ranged from 70-80%, with a mean of 75%. Accuracy scores in the regular classroom ranged from 50-70%, with a mean of 60%. On-task behavior scores in the regular classroom ranged from 60-80%, with a mean of 70%.

Intervention (B4) - Multiplication: Instruction during the subtraction regrouping and multiplication phase resulted in 7 daily accuracy scores ranging from 50-90%, with a mean of 76%. On-task behavior scores in the treatment environment ranged from 70-100%, with a mean of 84%.

Follow-up: Four follow-up checks 3 months after conclusion resulted in math accuracy scores in the treatment environment ranging from 50-80%, with a mean of 65%. On-task behavior scores in the treatment environment resulted in 4 scores ranging

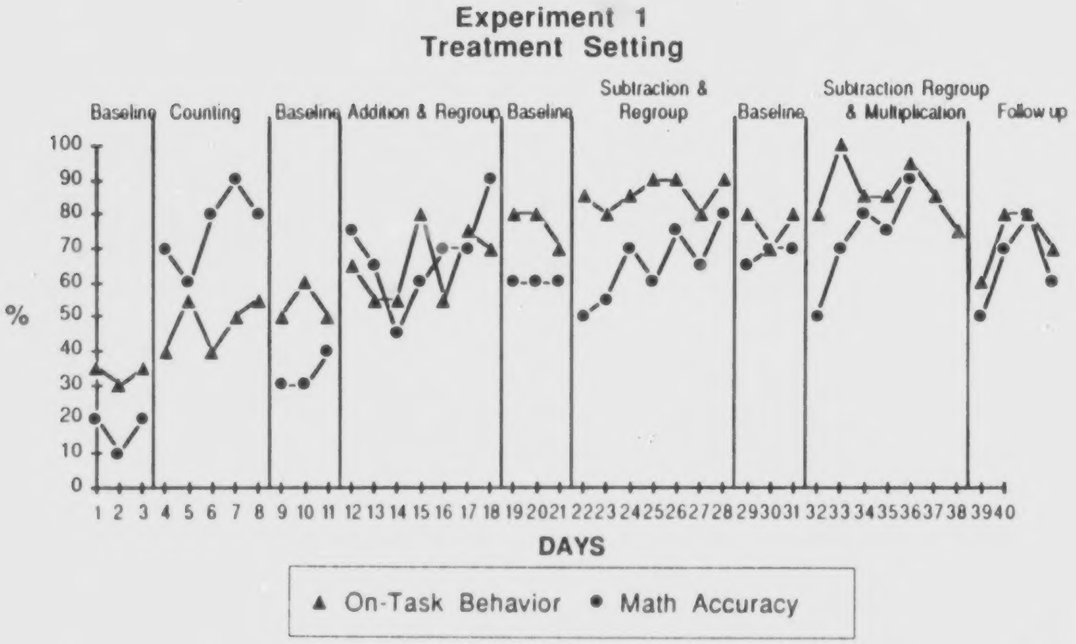

Figure 1

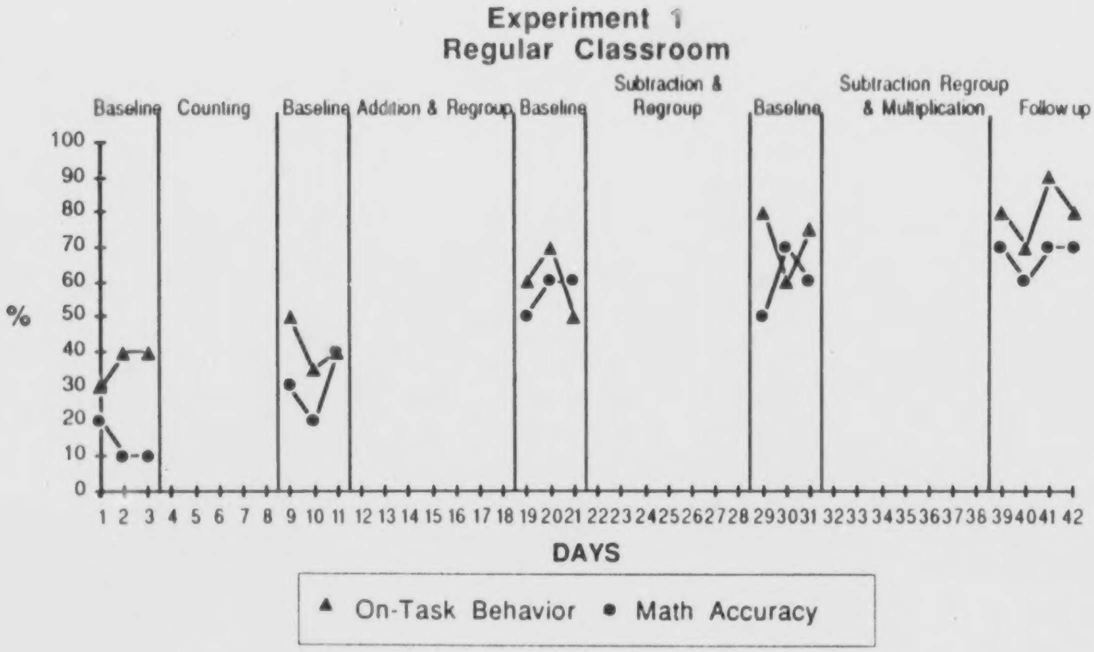

Figure 2

from 60-80%, with a mean of 72%. Math accuracy in the regular classroom during this period resulted in scores ranging from 60-70%, with a mean of 68%. On-task behavior scores during this period resulted in scores ranging from 70-90%, with a mean of 80%.

Experiment II

Data from this experiment will be reported separately for the treatment setting and the regular classroom setting. The data are visually displayed in Figure 3 for the treatment setting and Figure 4 for the regular classroom. The following data are derived from data collected in the treatment setting.

Baseline (A1): Four scores on the CRT resulted in 0% accuracy. On-task behavior ranged from 0-15%, with a mean of 12%.

Intervention (B1) - Counting: Seven counting accuracy scores in the treatment environment ranged from 30-90%, with a mean performance rate of 64%. On-task behavior ranged from 20-100%, with a mean of 67%.

Probe (C1): Four scores from the mathematical worksheets in the treatment environment resulted in scores ranging from 70-90%, with a mean of 77%. On-task behavior ranged from 80-100%, with a mean of 90%.

Baseline (A2): Four scores from the CRT ranged from 0-15%, with a mean of 11%. On-task behavior scores ranged from 10-20%, with a mean of 12%. Seven scores taken from the mathematical worksheets resulted in 15% accuracy for all scores. On-task behavior ranged from 30-50%, with a mean of 38%.

Intervention (B2) - Addition: Seven addition accuracy scores in the treatment environment ranged from 60-100%, with a mean of 81%. On-task behavior ranged from 60-100%, with a mean of 90%.

Probe (C2): Two scores from the mathematical worksheets resulted in scores ranging from 70-80%, with a mean of 75%. On-task behavior ranged from 80-100%, with a mean of 90%.

Baseline (A3): Four scores on the CRT resulted in 0% accuracy scores. On-task behavior scores ranged from 0-15%, with a mean of 12%. Fourteen subtraction scores from the mathematical worksheets resulted in 0% accuracy for all scores. On-task behavior ranged from 0-20%, with a mean of 4%.

Intervention (B3) - Subtraction: Nine subtraction accuracy scores in the treatment environment ranged from 40-100%, with a mean of 71%. On-task behavior ranged from 50-100%, with a mean of 84%.

Data from the regular classroom were used as a measure of the mathematics performance and on-task behavior generalization. Daily baseline data was collected across the two target behaviors. Subsequently, the investigator administered probes and conducted an observational session every fourth day following baseline. The data was as follows for the regular classroom environment.

Baseline: Four CRT mathematics accuracy scores were obtained, which ranged from 0-15%, with a mean of 11%. On-task behavior ranged from 20-30%, with a mean of 26%.

Probe and Observation 1 Counting: The mathematics accuracy probe was 60%, and the on-task behavior was 70%.

Probe and Observation 2 Counting: The mathematics accuracy probe was 80%, and the on-task behavior was 80%.

Probe and Observation 3 Addition: The mathematics accuracy probe was 80%, and the on-task behavior was 100%.

Probe and Observation 4 Addition: The mathematics accuracy probe was 70%, and the on-task behavior was 80%.

Probe and Observation 5 Subtraction: The mathematics accuracy probe was 70%, and the on-task behavior was 80%.

Probe and Observation 6 Subtraction: The mathematics accuracy probe was 90%, and the on-task behavior was 100%.

DISCUSSION

Both Experiments I and II demonstrated that severely behaviorally disordered youths gain academically and behaviorally from a single academic instructional package. The two studies demonstrated that the severely behaviorally disordered youth can use self-instructional techniques to learn not only rote memory tasks, but conceptual material that can be employed in differing settings.

The studies support the single-treatment concept for increasing academic performance and reducing inappropriate behaviors; furthermore, the studies suggest that, with some behaviorally disordered subjects, instructional personnel could focus on academic deficits without significant concern for the implications to individual or overall classroom management. This confirms previous studies by Hiss and Lozanoff (1984) and Ayllon and Roberts (1974); however, the time needed to conduct the instruction in both of these studies relative to teacher constraints requires reflection as to how the treatment can be used daily by the teacher who may lack appropriately-trained aides in the classroom. The investigators note that the one-on-one academic instruction required to serve each subject was approximately four times greater in length when compared to conventional behavior modification techniques.

These studies support the use of self-instructional strategies as being a means for increasing the likelihood of generalization into more normal environments; however, replication of this study is advisable using greater numbers of settings and overall amounts of time. These studies will not only provide data on the external validity of the treatment, but should document the generality and durability of the treatment strategy. Attention to the academic deficits of severely behaviorally disordered students appears to hold a valid purpose in the realm of behavioral disorder interventions. No longer should those who instruct this population consider academics to be always a secondary issue with selected populations. Academics should be considered as a primary area of treatment which will positively influence academic performance and behavior.

Among issues that need to be further investigated are (a) the specific characteristics of students who will most benefit from such treatment, (b) the durability of treatment within and across settings, and (c) the time/cost efficacy of such treatment when compared to more traditional behavior management approaches.

EXPERIMENT 2

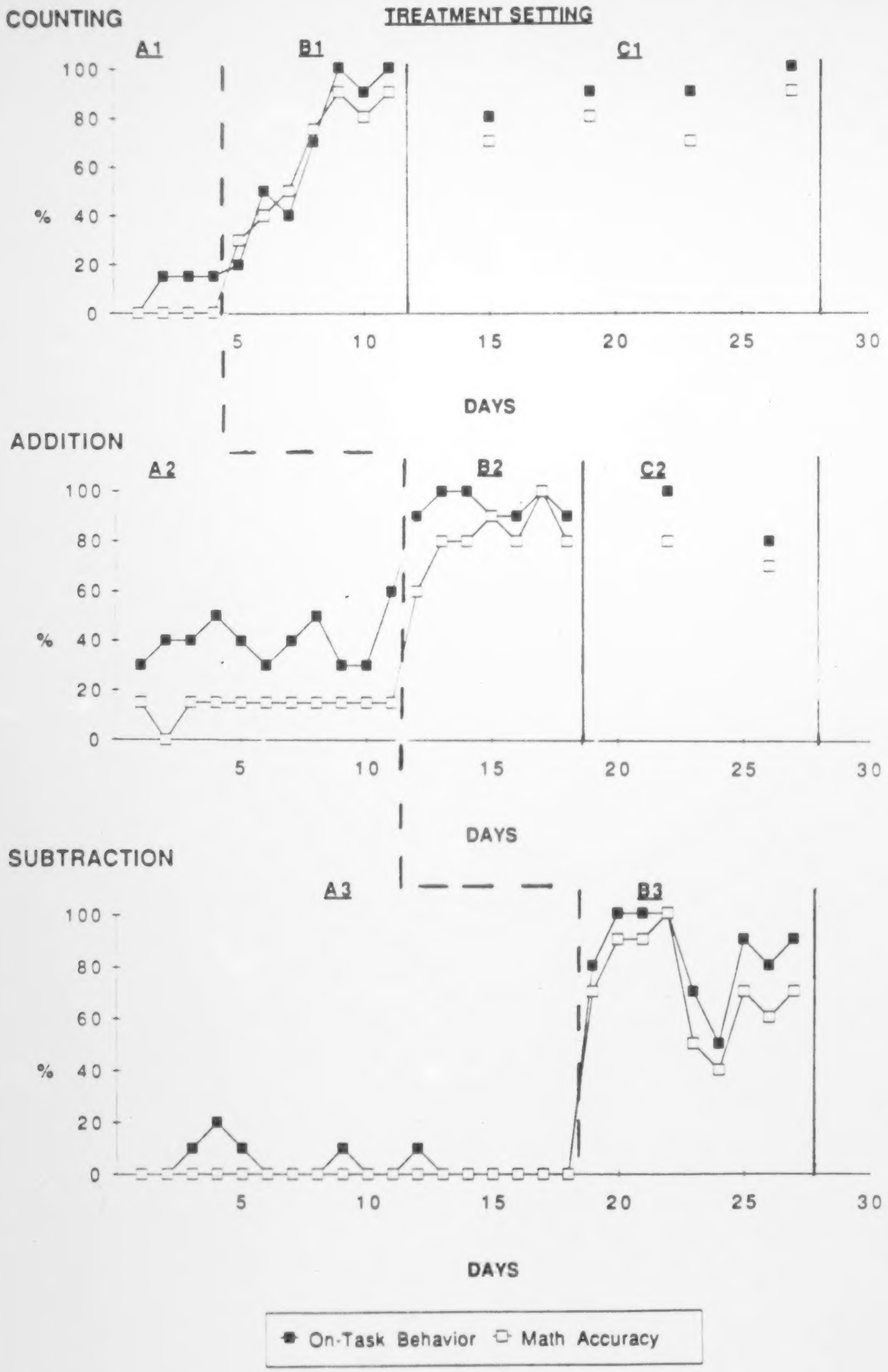

Figure 3

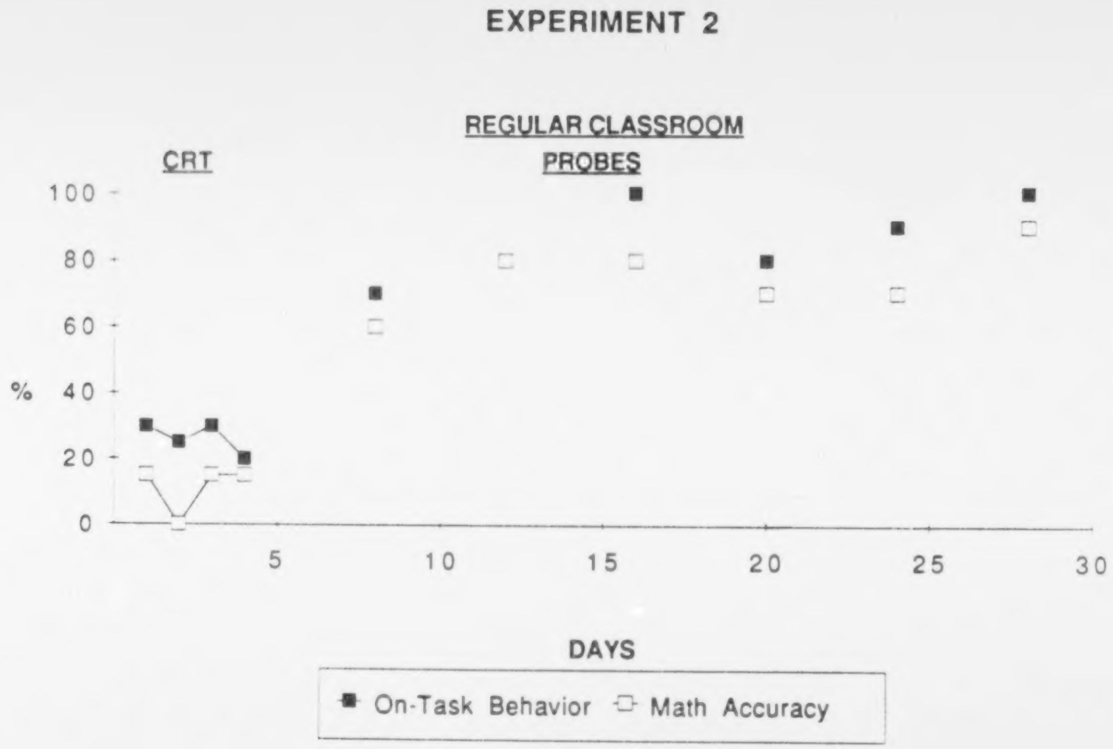

Figure 4

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REGULAR CLASS TEACHERS' ATTITUDES TOWARD RESOURCE ROOMS: A FOLLOW-UP

by

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In the July/August 1984 issue of *Remedial and Special Education*, the results of a survey were published which reported on the attitudes regular class teachers possess regarding resource rooms for handicapped children (Chiappone, 1984). The reasons for the survey were based on an assumption identified in the literature that resource room and regular class programs should operate in a mutually supportive fashion in order for effective mainstreaming of the handicapped to occur (Turnbull & Schultz, 1984; Harris & Mahar, 1975; Paul, Turnbull & Cruickshank, 1979). The areas assessed by the survey included: (1) time/effort for referring children, scheduling of activities, and Child Study Team involvement; (2) disruptiveness of ongoing regular class activities as a consequence of children going to or coming from resource rooms; (3) concern for location of services provided by the resource teacher; (4) knowledge of activities and responsibilities of the resource teacher; (5) qualifications and competence of the resource teacher, and (6) effectiveness of the resource program.

Overall, the results of the survey suggested that the majority of regular class teachers looked favorably upon the operation of the resource room; however, some concerns were raised. It was noted that a significant percentage of regular class teachers indicated a lack of understanding of the actual role of the resource teacher (43%) and a lack of knowledge concerning what the resource teacher was doing with specific children (45%). Additionally, ninety-one percent of the regular class teachers were generally unwilling to have the resource room teacher provide service to the child in the regular class, and 88 percent were opposed to the resource teacher providing direct supportive services to the regular class teacher. It was also noted that a majority of regular class teachers (60%) perceived handicapped children as disruptive in the regular class.

A follow-up study was designed and completed to determine if any changes or trends were occurring in the attitudes of regular class teachers towards the resource program in general and, specifically, to the concerns raised in the initial data, especially whether regular classes and resource rooms are operating in a mutually supportive fashion. As inservice programs are one of the most common procedures for providing information relative to teachers' concerns, information regarding the availability and usefulness of inservice programs was included.

METHOD

A list of all K-8 regular class teachers in the state of Maine was obtained from the State Department of Education. The school systems from which the sample was selected included communities considered to be urban, suburban, and rural. The sample was selected randomly from within those communities; however, due to the fact that this state has only 3 population centers in excess of 30,000 inhabitants, it would be more appropriate to interpret the results as a reflection of attitudes and perceptions found in rural areas rather than those found in urban areas.

The original survey contained 23 items. This latest survey contained the same 23 items plus three additional items. Due to the fact that the regular class teachers had perceived the handicapped child as disruptive, one additional item assessed the teachers' attitudes concerning alternative placements (i.e., self-contained programs) for handicapped children; one additional item assessed the regular class teachers' perception of the adequacy of their preparation to deal with handicapped children, and one additional item related to the value they felt they have received from inservice programs which focus on handicapped children. As part of the demographic information, the regular class teachers were also asked to indicate the number of inservice programs they had attended in the past five years which were directed toward providing information on handicapped students.

On the survey instrument, the respondents were asked to indicate a rating of Strongly Disagree (rating of 1) to Strongly Agree (rating of 5) with a given statement. The results were interpreted on the percentage of those disagreeing (combined 1 & 2 ratings) and those agreeing (combined 4 & 5 ratings) with a statement. In terms of the survey design, the higher the rating received, the more positive the regular class teachers perceived the item.

In the first survey, a 59% rate of return (n=236) occurred. In this survey, 800 copies were distributed to the regular class teachers and a return rate of 47% occurred (n=381). The difference between the return rate of the original survey and this one cannot be explained and may be considered a limitation of this study; however, the facts that the sample in the latter study included 145 more respondents than the original study, and a comparison of the demographic data indicates little difference between the two samples, suggest that the comparison is valid.

Of the 381 respondents in this study, 316 were female and the remainder were male. Teaching experience within the sample ranged from one year to over thirteen years. The mean number of years taught was ten. The ages of the respondents ranged from twenty-two to over forty, with the mean being thirty-nine. All respondents were currently teaching in a school system that utilized resource room programs for handicapped children, and all respondents had or currently have children in their regular classes who attend resource rooms for a portion of the school day or week. Fifty-five percent (n=209) of the respondents were teaching grades K-3; twenty-nine percent (n=110) were teaching grades 4-6, and the remainder were teaching grades 7-8.

TABLE 1.
PERSONAL AND PROFESSIONAL DATA

	1984 Survey	1989 Survey
Sex		
Female	71%	71%
Male	26%	26%
No response	3%	3%
Mean Teaching Experience in Years	9	10
Grade Level		
K-6	82%	84%
7-8	16%	15%
no response	2%	1%

RESULTS

The responses were analyzed and reported in terms of the six major areas examined in the original survey. The mean percentage rating in each of the six areas were compared with the mean percentage ratings from the initial survey in order to determine what trends or changes occurred from the first survey to date. Individual item comparisons are noted where appropriate.

Effectiveness/Value. Five items assessed regular class teachers' attitudes in this area. On four items, 54-90% felt that children need such a service; that it provides a valuable service to the school, and that the child will make rapid progress in the resource room. Sixty-six percent of the regular class teachers, however, did not feel that the child was placed in the resource room for sufficient periods of time in order to accomplish the needed gains (as compared to 64% in the first survey).

Overall, the mean agreement rating for this area in the first survey was 70%, compared to 69% for this study, indicating very little change has occurred over the past five years in this perception of the resource room.

Disruption of regular class activities. Three items on the instrument were designed to examine this factor. Two items indicated teachers were finding scheduling children for, and their attendance in, resource rooms to be more disruptive than previously expressed; however, 58% of the teachers do not feel that the students' attendance in the resource room disrupts their daily activities, and 62% feel that the scheduling of resource activities is compatible with the regular class activities and schedules. Again, this survey indicated that regular class teachers find that the presence of handicapped children in their classroom interferes with the needs of the non-handicapped (55%); further, only 49% of the respondents felt that the resource room was a

TABLE 2. OVERALL EFFECTIVENESS

Item #:		1984 Survey (n=236) % Disagree	% Agree	% Undecided	1989 Survey (n=381) % Disagree	% Agree	% Undecided
4.	Children in need of special education activities will do better placed in a resource room rather than remaining solely in the regular classroom.	12	81	7	13	76	11
8.	A child with learning problems is likely to make fairly rapid gains if he/she attends a resource room program regularly.	18	60	22	18	54	28*
11.	The establishment of a resource room program provides a valuable addition to the educational services of a school.	6	88	6	5	90	5
16.	Most children receiving resource room services really need it.	5	89	6	6	87	7
17.	The amount of time a child spends in the resource room is usually sufficient to accomplish the needed remediation.	36	36	28	42	34	24
21.	The resource room teacher should have the responsibility for grading the child in that area in which he/she is working with the child.	11	79	10	7	85	8
	$\bar{X}$	14.6	72.1	13.1	17.4	71.0	13.8

more appropriate placement for the handicapped student than a self-contained program.

Mean comparison of these items indicate that 51% of the respondents in the original survey felt that resource activities were disruptive in some way; 46% perceive them to be disruptive in this survey.

TABLE 3. DISRUPTION

Item #:		1984 Survey (n=236)			1989 Survey (n=381)		
		% Disagree	% Agree	% Undecided	% Disagree	% Agree	% Undecided
2.	The coming and going from regular classrooms to resource rooms does not disrupt the daily activities of the regular classroom.	26	67	7	37	58	5
3.	Resource room activities are scheduled with the needs and activities of the regular classroom teacher in mind.	20	67	13	28	62	10
23.	The placement of handicapped students in regular classrooms does not interfere with the needs of the non-handicapped students.	60	25	15	55	28	17
	$\bar{X}$	35.3	53.0	11.6	40.0	49.3	10.6

Location of services. Two items were included which assessed this variable. In the original survey, only 9% of the respondents felt the resource teacher should provide service to the handicapped child in the regular class. In this survey, the percentage has risen to 14. Similarly, while the original survey indicated that 12% of the respondents felt the resource teacher should provide supportive services to the regular classroom teacher, 18% indicated agreement for the item in this survey. The percentage of teachers indicating that resource room teachers should provide services to the non-handicapped declined 9 percent, but still includes 50 percent of the respondents.

TABLE 4. LOCATION OF SERVICE

Item #:		1984 Survey (n=236)			1989 Survey (n=381)		
		% Disagree	% Agree	% Undecided	% Disagree	% Agree	% Undecided
10.	It is much better for the resource teacher to come to the regular classroom to help the child than to send the child to the resource room.	73	9	18	68	14	18
14.	Resource room teachers should provide services to a broader range of students than just those identified as handicapped.	22	59	19	27	50	23
19.	Resource room teachers can provide more service by showing the regular classroom teacher how to do specific things and spending less time working directly with children.	64	12	24	64	18	18
	$\bar{X}$	53	39.8	33.3	53.0	27.3	19.6

Knowledge of activities. On the three items included to assess this variable, 91% of the original respondents indicated that resource room activities involved more than tutoring children, and 80% indicated likewise in the second survey; however, 44% of the respondents indicated they were not fully aware of the actual role of the resource teacher and 50% indicated they were not fully informed as to the actual activities a resource teacher performed with specific children.

The mean difference on these items dropped from 67% to 62%, which indicates that regular class teachers appear to be somewhat less knowledgeable about resource room activities than previously expressed.

TABLE 5. KNOWLEDGE OF ACTIVITIES

Item #:		1984 Survey (n=236) % Disagree	% Agree	% Undecided	1989 Survey (n=381) % Disagree	% Agree	% Undecided
9.	Resource room activities involve much more than tutoring.	6	92	2	8	80	12
12.	Most school personnel are clearly informed as to the role of the resource teacher.	30	58	12	31	56	13
15.	The regular classroom teacher is generally well informed as to what the resource teacher is doing with a specific child.	33	55	12	39	50	11
	$\bar{X}$	23.0	68.3	8.6	26.0	62.0	12.0

Time/Effort. A mean percentage increase of five points on these items (67%-72%) suggests that regular class teachers find the time and effort required to refer students and obtain resource room services to be less problematical than previously indicated.

TABLE 6. TIME/EFFORT

Item #:		1984 Survey (n=236) % Disagree	% Agree	% Undecided	1989 Survey (n=381) % Disagree	% Agree	% Undecided
1.	Referring a child for special educational services is not too time consuming.	37	58	5	32	63	5
7.	The availability of a resource room to which children with learning problems can be sent makes the job of the regular classroom teacher easier.	10	84	6	8	83	9
20.	The regular classroom teacher is likely to refer children to resource rooms despite the burden of Individualized Education Plans and Pupil Evaluation Teams.	20	63	17	14	72	15
	$\bar{X}$	22.3	68.3	9.3	18.0	72.3	7.0

Qualifications/Competence. The mean percentage rating for the six items measuring this variable in the initial survey was 62% and in this survey 61%. Individual item percentage changes are notable, except in the item in which the respondents were questioned as to whether the need to refer a child to the resource room was an indication of their ineffectiveness as a teacher. In both surveys, 92% indicated it was not. In the initial survey, 40% of the sample indicated that the resource teacher performed educational activities that the regular class teacher was not qualified to perform. In this survey, 54% indicated the same. The percentage of regular class teachers who feel that the resource teacher is well qualified to perform his/her duties decreased from 76% to 67%. Similarly, the percentage of regular class teachers who felt they will have a need to refer a child to the resource room decreased from 83% to 76%. Only 18% of the regular class teachers felt the resource teacher's job was more difficult than theirs in the original study, and 23% of the respondents felt similarly in this survey.

TABLE 7. QUALIFICATIONS/COMPETENCE

		1984 Survey (n=236)			1989 Survey (n=381)		
Item #:		% Disagree	% Agree	% Undecided	% Disagree	% Agree	% Undecided
5.	The resource room teacher performs educational activities that the regular classroom teacher is not qualified to perform.	32	55	13	45	40	15
6.	If a child requires special education to catch up, this does not mean that the regular class teacher is ineffective in teaching those skills.	6	92	2	4	92	4
13.	Most resource room teachers are well qualified to perform their duties.	9	67	24	9	76	15
18.	The job of the resource room teacher is much more difficult than that of the regular classroom teacher.	53	22	25	62	18	20
22.	Most regular classroom teachers will have the need to refer a child to the resource room.	9	76	15	8	83	9
	$\bar{X}$	21.8	62.4	13.0	25.6	61.8	15.0

Additional items. While 15% of the respondents felt they were adequately prepared to deal with handicapped children in the regular classroom, 69% indicated otherwise. This was not surprising due to the fact that 71% of the teachers had 6 credit hours or less of formal coursework related to the educational needs of handicapped students. Forty-two percent of the respondents felt that inservice programs for regular class teachers (related to the educational needs of handicapped students) were of value to them and 24 percent felt that had little or no value. 38% of the respondents have not attended any inservice programs or activities related to handicapped children in the past five years; 27% have attended one during the this time span, and 17% have attended two. The remaining 19% have attended three or more.

TABLE 8. ADDITIONAL ITEMS

Most children who are assigned to resource rooms would benefit more if they were placed in self-contained special classes.
Disagree - 49% Agree - 29% Uncertain - 22%

Number of inservice programs/activities specifically related to handicapped children that you have attended in the past 5 years.

None	38%
One	27%
Two	17%
Three	9%
Four	4%
Five or more	6%

Most inservice programs for regular class teachers that deal with the educational needs of handicapped students are very valuable.
Disagree - 24% Agree - 42% Uncertain - 33%

Most regular class teachers are adequately trained to deal with handicapped children in regular classrooms.
Disagree - 69% Agree - 15% Uncertain - 14%

CONCLUSIONS

A recognized limitation of this study is that the data were obtained in only one state, which is largely rural in nature, and may not necessarily reflect the attitudes of regular class teachers in other states or in more urban locales. In this situation, a majority of regular class teachers still tend to perceive the resource room as a positive and valuable program in their schools; however, except in the area concerning location of services, regular class teachers feel somewhat less positively about the resource room presently than they did five years ago, especially in the area of disruptiveness to the regular education classroom and program. Similar and additional concerns are raised by this data. What are the implications of the fact that regular class teachers continue to find the handicapped child disruptive to the regular class program, especially when almost half of those surveyed felt the handicapped child would be better off in a self-contained program rather than in their classes? What are the implications for teacher training programs when over two-thirds of the teachers who responded feel unprepared to deal with handicapped children in their regular classroom? Similarly, why do so few teachers attend inservice programs for handicapped students when they indicate a need for inservice training in this area, and why do over half the respondents feel these inservice programs to be of little value to them when they do attend? Lastly, when many regular class teachers admit they know little concerning what resource teachers are doing or are supposed to do, why do they suggest that the resource room teachers should provide services to more children other than the handicapped? All in all, the results seem to again support a conclusion suggested by the original study: that resource rooms and regular classes may be co-existing in many school systems rather than being integrated programs for handicapped students.

While not the original intent of this study, the implications stated above certainly have some bearing on the current movement toward educational reform for handicapped students as well as those students identified as possessing learning problems without the distinction of being identified as handicapped. Specifically, the Regular Education Initiative has raised some very significant issues concerning problems within the field of special education as well as the suggested inability of regular education to meet the needs of many students currently functioning in the mainstream (Will, 1986; Reynolds, Wang, & Walberg, 1987). Some special educators have raised some concerns in reaction to the Regular Education Initiative (Kauffman, Gerber, & Semmel, 1988). While the issues raised by both groups certainly deserve careful scrutiny, some additional concerns must be addressed on the data reported herein as well as in relation to the goals, objectives, and reality of full integration between handicapped and non-handicapped students in the public schools.

The first, and perhaps foremost, action item would be to examine exactly what mainstreaming is intended to be and what it is expected to accomplish. Is the practice of integrating handicapped students with non-handicapped students based on sound educational research or does it represent nothing more than a reaction based on legal and political arguments and, as suggested, a mutually-accepted collusion between regular educators and special educators (Skrtic, 1986; Okun, 1981)? Similarly, if mainstreaming is intended to be a process rather than a placement, why is there currently little effort generated toward compiling decertification data (Gartner & Lipsky, 1987)? When data is available (Chiappone, 1986), the data indicates that decertification rates are quite low. Is mainstreaming a philosophy that can be translated into practice for the mutual benefit of both the handicapped and non-handicapped alike in the same educational setting?

A second major issue to be resolved, related to the first, concerns the products and rationale of mainstreaming. The literature indicates quite strongly that current classification processes, and therefore treatment processes, may be significantly flawed for a number of reasons (Skrtic, 1986). In addition to these reasons, the question must be raised of how many children are initially mainstreamed due to the lack of alternative placements, and to what extent the lack of alternative placement is based on financial constraint rather than being a philosophical or scientific basis for decision-making.

A third major issue relates to the willingness and desire on the part of both special education and regular education to interface more effectively on the local level, not only for handicapped students but for non-handicapped as well (Gans, 1987). At this time, it would appear that efforts in this regard are much stronger in the field of special education than in regular education.

Additionally, if regular educators find handicapped students disruptive in the regular classroom, additional data need to be collected to determine exactly what the regular educators perceive as disruptive, and appropriate efforts generated in this regard to ameliorate the situation before one can expect greater cooperation on the part of regular class teachers. Similarly, to what extent does the regular class teachers' unwillingness to receive assistance from the special educator in their classroom affect their willingness to cooperate more effectively?

A fourth issue deals with the current structure of the public school system. The value of direct instruction between teacher and student is well documented; therefore, the question is raised as to the effect on direct instruction when special educators, regular educators, and building level administrators are required to spend significant portions of their time on child study teams, teacher assistance teams, teacher support teams, and related paperwork. Can a school system adequately absorb all the additional requirements being proposed within the restrictions of the school day? Will teachers willingly accept additional responsibilities if they must be accomplished after school hours? Can the public school system absorb the costs of additional staff to maintain or increase direct instruction time?

It is encouraging to see the interest in accountability in special education after a relatively short time of intensive integrative efforts, and the foregoing is not intended to be a criticism of the current status of special education nor a criticism of the Regular Education Initiative. It is intended to advise caution, and suggest that some additional critical issues need to be raised and resolved based on dialogue and research, and collective efforts put forth to change what needs to be changed. Effective integration of handicapped students with non-handicapped can occur only when willing cooperation between regular educators and special educators exists at the local education agency level; therefore, the problems that are occurring at this level must be explored and resolved.

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THE TENTHS SYSTEM: AN INNOVATIVE CURRICULUM DESIGN FOR AT-RISK STUDENTS

by

Barbara Bubacz and Ralph Kerr

Barbara Bubacz is a Special Education teacher at the George Junior Republic Union Free School District, Freeville, New York. Dr. Ralph Kerr is the Superintendent of Schools at Arkport Central School, Arkport, New York.

The number of at-risk students being served by public school systems is increasing. Finding appropriate ways to deal with these students continues to be a challenge. Teachers at the George Junior Republic Union Free School District have addressed part of this problem through the development of a new curriculum design known as the "Tenths System." The system recently won national recognition as one of the Top 100 Curriculum Ideas in North America.

The tenths system design is really very simple. The curriculum is divided into ten relatively equal units, one for each month of the ten-month school year. Each month, one individual unit of study, which carries with it one tenth of a Carnegie unit of credit, is assigned. Students are given that tenth of a credit for each unit they complete. At the end of the year, they have completed ten tenths, or one Carnegie unit.

The teachers at the George Junior Republic Union Free School District have found that the tenths system is extremely motivational for their students. Many students come with negative attitudes about school, about teachers, and about the entire educational system. Some of this is due to the fact that they have experienced repeated school failures. The staff has found that, if students come to classes and complete their tenths, negative attitudes can change rather quickly into positive attitudes. This change allows students to experience success, which serves as an excellent motivator. Many of the students get better grades with the tenths system. They have opportunities every month to make up work. If a student gets behind, there is only one month of work to look at, whereas in a typical grading system, s/he would have a full quarter (two and one-half months) of work to face. That can be overwhelming.

Our experience has shown that, if one deals with students on a monthly basis, students face only short-term goals. The short-term goals carry with them smaller blocks of information for the students to deal with. If a student comes to a teacher after three weeks, for instance, and asks if s/he is going to get her/his tenth, the teacher can say, "You owe me this and this" (maybe a test or a lab). This response is something a student can deal with. When students are told, "You owe me all the work for the time you were out sick," many will simply not do the work.

When students achieve a tenth, they get very enthusiastic about their success. When they experience success once, they find that it feels good. This enthusiasm tends to create additional achievement. They find they want to share their success with their friends and with their parents. Teachers have the opportunity to see students come into class initially feeling like they cannot succeed in school, and then suddenly they are able to succeed.

To help students get started, many of the teachers make the first tenth, or the first two tenths, a little easier than the tenths that follow. A student coming in with a negative attitude is faced with a month's work that is not as difficult as s/he might typically encounter in the first month of school. By the end of that month, the student has accomplished something and gets excited about it. The next month, s/he is willing to go in with a positive attitude and try harder. This has proven very effective.

Our teachers tell students at the beginning of each month exactly what the requirements are to finish each tenth of work. A student may come to a teacher in the beginning of October and say, "What do I have to do to finish the tenth this month?" The teacher can pull out the course outline which goes with that tenth and show the student that s/he has to do chapters 1-3, the study guides that go with them, and two labs to complete the tenth. It puts the responsibility for completing the material on the student. Old excuses like, "I wasn't sure what I had to do," are gone. Students soon learn it is their responsibility to know what work is required for the tenth and to complete the work that is required. If they complete the work, they are guaranteed credit for that tenth. The tenth will not go away, and the grade for that tenth will not go down later on.

The tenths system allows students whose lives are seemingly out of control to feel like they have some control over their lives again. They become more responsible, and they behave more maturely in the classroom. One question people often ask is, "Are the course requirements less demanding at your school than at the students' home schools? Many of these children had failing grades in their previous school, and now have A averages!" Our answer is, "No, our classes are not easier, but as our students take more responsibility for achieving their short-term goals through the tenths system, their grades do improve significantly."

The tenths system is, to a large extent, based on mastery learning. One teacher explained, "Students cannot walk into my classroom on test day and take a test if they have not completed the work that is required up to that point." In this Biology class, the teacher requires a chapter assignment, a study guide, and a study guide follow-up each week. If a student has been skipping classes, then comes in when the class is scheduled to take a test, the student does not have the option to take the test at that time. Instead, s/he would be given the assignments missed, with the following teacher comment, "When you finish this, you can come in after school and take the test."

Students cannot have a test score of 42% averaged into their final grade. One of the criteria for every tenth is to have a minimum passing grade of 65% on every test and every lab. If a student fails a test, even after having done the work, the grade goes into the grade book in pencil. S/he then has to opportunity to re-take the test. When the test has been passed, the grade is entered in pen and averaged into the final grade. All the students know that they have this opportunity.

Students have indicated that they feel a great deal of security with the tenths system. It helps them to trust the teacher and to trust the educational system. Teachers try to keep the tenths consistent and somewhat independent of other tenths. Because of this, students who arrive in the middle of the year do not usually have trouble keeping up with the class. Sometimes, however, the contents of one tenth will run into the next, because it happens to be a very long unit. A Biology teacher reports, "I use direct teaching in my classroom. I take the first tenth of study and teach it just like any other public school teacher. The nice thing is that, if students miss part of the work, they are not penalized for it. They can make up the work, and take the test when they are ready. They can still get credit, and a good grade on the tenth, later in that month or even in the next month." The tenths system gives students the opportunity to make up work they have missed, thereby avoiding failing grades. In other curriculum designs, students who miss work could be stuck with a failing grade for the first quarter which would have to be averaged into their final grade. This does not happen with the tenths system.

In addition to the individual tenths, our school also gives regular midterm and final examinations. It was discovered that some students do not get a very good start, or have a period of time during the year when they are absent from school. This, of course, limits the number of tenths earned. Midterm and final examinations give these students another opportunity to catch up. Students who are up-to-date on their tenths are exempted from such exams; for example, if students have five tenths at the end of January (1/2 Carnegie credit), they are exempt from the midterm. If students with three or four tenths can pass the midterm, they are granted the full five tenths.

In developing the tenths system, we have tried to accommodate a group of students who have failed academically in the past and who are running the risk of continued failure. Our goal is to provide them with every opportunity to turn their lives around and become happy, productive adults. We have seen our tenths system have the positive effect needed to accomplish this goal. We would like to see the growing number of at-risk youth in the United States receive similar opportunities. It can make a big difference for them and for the future.

ANYSEED'S

26th ANNUAL CONFERENCE

MARCH 1, 2, 3, 1991

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The Executive Board of the Association of New York State Educators of the Emotionally Disturbed invites you to become a member of ANYSEED. Membership cost is $30.00 per year, September through August.

Our organization is designed for those who work with the emotionally disturbed. The state conference in Syracuse last April brought together educators from across New York State. We are currently planning the next conference to be held in Buffalo, March 1-3, 1991.

As a member, you will receive a discount on registration for the state conference and a subscription to *Perceptions*, ANYSEED's quarterly journal. In addition, you will be able to interact on a local level with fellow educators of the emotionally disturbed, as well as have an opportunity to network with people from New York State and beyond.

Contact:
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24 Admiral Road
Buffalo, NY 14216

The ANYSEED Executive Board established four awards which are presented at the annual conference. Any current members of ANYSEED may nominate individuals for these awards.

CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor an outstanding special education student, school or agency. To nominate an individual or agency, please send the following information:

Name of Nominee: (Student, School, Agency)
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Submitted By: (Name of ANYSEED Member)
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Telephone Number:
School/Agency Address:
Telephone Number:
Biographical Sketch: (Student)
Historical Background: (School/Agency)
Program Goals: (Student/School/Agency)
Achievements: (Student/School/Agency)

Attach two (2) letters from educators or professional affiliates to illustrate merit and/or program commitment. Send nominations to:

Susan Schleef
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The Steven J. Apter Award is presented annually to an outstanding individual in the field of special education. Nominations will be accepted for individuals who have made significant contributions in such areas as research/scholarship, leadership, professional achievements, and commitment to youths with handicaps.

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The Everett Kelley Volunteerism Award is presented in recognition of the spirit of volunteerism. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education.

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School/Agency Address:
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Submitted By: (Name of ANYSEED Member)
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Send nominations to:

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FROM THE CLASSROOM

In order to provide an opportunity for practitioners to share successful instructional strategies with one another, *Perceptions* will publish a regular column that focuses on ideas from the readers.

Submission should be on 8-1/2 by 11 inch paper, typed, double spaced. It should include:

purpose of the idea, or materials;
age group recommended for use;
description of how the idea, activity, or materials are used,
and the potential benefits of the idea, activity, or material.

Submission should also include submitter's name and address, affiliation, and position.

Send ideas for "From the Classroom" to:

Ralph Flood
Assistant Editor
Reservoir Road
Wallkill, NY 12589

From Nancy Bodiford, Tots 'N Us Nursery School, Newburgh, New York:

MR. BEAR COMES FOR A VISIT

Bring a stuffed bear into the classroom (preferably one that is or can be dressed), and put it on display for a few days. Have the children name it and talk about it. Explain that "Mr./Ms. Bear" is going to visit each child for a weekend during the year. The child's job is to take good care of Mr./Ms. Bear and to take it everywhere with him or her (explain what "taking good care of the bear" means). Enlist families by asking that they help the child keep a log of where the bear went and what they did on the weekend. The bear is returned on Monday along with the log. The weekend events are shared with the class by the hosting child. The log provides information to the teacher to help stimulate discussion.

This idea is great for developing language skills, responsibility, and a better understanding of the child's home lifestyle.

From Jean Mumper, Kindergarten Teacher, Ostrander Elementary School, Wallkill, NY:

AN ALTERNATIVE TO MASKING TAPE

When you want to hang pictures, mark an area on the floor, or label items in the classroom, consider using gym vinyl floor tape. This tape comes in 1 inch and 1-1/2 inch widths and a variety of colors. It can be used on any surface; leaves no adhesive residue, and does not pull paint from walls. It can be written on, peeled off, and used over and over again.

The tape costs approximately twice as much as masking tape but, since it can be used more than once, the cost difference becomes negligible.

Gym vinyl floor tape can be ordered from any physical education supply catalogue.

From Laura Candy Pcolar, Self-Contained Intermediate Special Education Teacher, Ostrander Elementary School, Wallkill, NY:

PRACTICING WHAT I PREACH

To help children improve inappropriate behavior, I label my own feelings and model behavior; for example, if a child's behavior is making me angry, I say, "You keep getting out of your seat while I'm trying to do this math lesson. That is making me angry," or, "I've spoken to you many times today about interrupting me. I'm getting very frustrated. I'm going to sit at my desk for a couple of minutes to cool off."

Besides modeling behavior choices, these statements become reference points when the class is discussing behavior.

The following three ideas are from Ralph Flood, Consultant Teacher, Wallkill Central School District, Wallkill, NY:

STRETCHING YOUR BUDGET

To stretch your budget and increase the variety of printed drill material in the classroom, take workbooks apart and have the single sheets laminated. When a specific drill is needed for a child, have the student write on the appropriate laminated sheet with an overhead projector pen. When the work has been corrected, these sheets can be "erased" and returned for future use.

TAKING COUNT

Write each student's name on a clothespin (clip type) and attach to a card marked "OUT". Label other cards "LUNCH", "MILK", "NO LUNCH", etc.

When the students enter the room, they take their clothespins from the "OUT" card and place them on the appropriate card. The teacher can quickly determine who is absent for the day by looking at the "OUT" card and can easily fill out the absentee list, lunch counts, etc. (Be sure that "OUT" students haven't merely forgotten to check in.)

This is a task that can be accomplished successfully by children from age six through eleven.

TRACKING THE DAY'S PROGRESS

Label the left corner of the blackboard, "Today's Activities"; label the right corner, "Completed Activities." (Felt or magnet boards may also be used.)

Write the day's schedule on the left (e.g., reading, spelling, lunch, math, etc.). As the activities are completed, erase them from the left side and write them on the right.

This gives a visual reference to the children about what to expect as the day is progressing. You can enlist the help of students to move the activities from one list to another.

The following two ideas are from Connie Flood, Educational Consultant, Wallkill, NY:

GIVING VISUAL CUES IN READING

For a child who focuses on beginnings and/or endings of words and not the vowels in the middle, color code the vowels by either writing the vowels in a different color or using a different color to underline the part of the word in question. This will focus the child's attention on a different part of the word.

Once the child has changed focus, decrease the use of cues by progressing from colored letters to underlining, to underlining sometimes, to no cues.

GIVING CHILDREN ACCESS TO BOOKS

This activity requires that several classes work together.

Three or four times a year, have the children bring in paperback books from home that they no longer want to keep (books ordered through classroom book clubs are good sources) and gather them in one central location. Select one or two students to be record keepers.

Every child gets a credit for each book brought in. Students may take out one book for each credit earned. The teacher should have extra books for children who cannot contribute, so that everyone can participate in the exchange.

This is an especially good activity before summer vacation to encourage summer reading.

ADDRESS CHANGE?

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> Good teachers put snags in the river of children passing by and, over the years, they redirect hundreds of lives.
>
> Tracy Kidder, *Among Schoolchildren*

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2. Cite appropriate, current journal articles and other references.
3. Stay with the main point of the article and be direct with the essential information that you wish to present.
4. List major points and key ideas. Use charts and tables when necessary.
5. Conclude your article with how educators could use the information in your article.
6. **Use APA Style** within the text and in the reference section at the end of the article:

   Within Text

   Michael (1990) noted that it was time to renew one's subscription.
   It is time to renew one's subscription (Michael, 1990).
   Michael (1990) stated word for word, "Renew your subscription" (p. 8).
   "Renew your subscription" (Michael, 1990, p. 8).

   Reference Section

   Flood, C. & Flood, R. (1989). Living with David: Excerpts from the parents' diary. *Perceptions*, 24, 18-21.
   Hewett, F.M. (1968). *The emotionally disturbed child in the classroom.* Boston: Allyn & Bacon.
   Redl, F. (1965). The concept of a therapeutic milieu. In N.J. Long, W.C. Morse, & R.G. Newman (Eds.), *Conflict in the classroom: The education of emotionally disturbed children* (pp. 218-226). Belmont, CA: Wadsworth.
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It is the goal of ANYSEED to provide its membership with timely and useful information and training, as well as to act as an advocate, insuring the most efficient and appropriate delivery of services possible to individuals with emotional disturbance. In accomplishing these objectives, ANYSEED uses membership fees and annual conference revenues to support its operations. The membership year runs from September 1 through August 31.

Membership benefits include:

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address(es) of author(s)
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Perceptions

A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed
A Journal for Practitioners

Volume 26, Number 1 Fall 1990

ANYSEED'S
26th Annual Conference
March 1,2,3 1991
Hyatt Regency, Buffalo, New York

ANYSEED
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Perceptions

A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed
A Journal for Practitioners

Volume 26, Number 2 Winter 1991

CHILDREN
AND THE
FAMILY IN THE 90'S

CONFERENCE ISSUE
FULL CONFERENCE PROGRAM

26th ANNUAL ANYSEED CONFERENCE PROGRAM

"CHILDREN AND FAMILIES OF THE 90's"

VALENTINE, ROSEMOND, and CONNELLY Headline 26th ANYSEED Conference

DR. MICHAEL VALENTINE is the author of *How to Deal with Discipline Problems in the Schools: A Practical Guide for Educators* and *How to Deal with Difficult Discipline Problems: A Family Systems Approach*. Dr. Valentine has served in a variety of positions as teacher, counselor, administrator, and school psychologist at the elementary, junior high, high school, and university levels. He is formerly the Coordinator of the Adult Learning Disability Program and an assistant professor for the Educational Psychology Dept. at California State University at Long Beach. The title of Dr. Valentine's keynote will be "**Reflections and Observations of a Crazy Psychologist.**"

JOHN ROSEMOND is currently the Director of the Center of Affirmative Parenting in Gastonia, North Carolina, and is the author of *John Rosemond's Six Point Plan in Raising Healthy Children*, and *PARENT POWER! A Common Sense Approach to Raising Your Children in the Eighties*. Mr. Rosemond has appeared on a number of nationally syndicated talk shows, authors a parenting column for "Better Homes and Gardens" and has directed several mental health programs for children. The title of Mr. Rosemond's keynote will be "**Assuming the Power of Parenthood.**"

THOMAS CONNELLY, currently the Coordinator of Special Counseling Programs for the Wappingers School District, has 26 years in education as a teacher and administrator as well as an adjunct professor at Vassar College and SUNY at New Paltz. Mr. Connelly is a consultant to the U.S. Department of Education and serves on the White House Commission for Drug Free Schools. Mr. Connelly will be traveling to other countries (England, USSR) to train professionals in "Youth at Risk." The title of Mr. Connelly's keynote will be "**Parents and Educators - The Sleeping Giants of Prevention.**"

BUFFALO HYATT REGENCY - BUFFALO, NY

GRADUATE COLLEGE CREDIT
REGISTRATION FORM ENCLOSED
SEE PAGE 17

SPECIAL REGISTRATION
INFORMATION
SEE PAGE 6

Statement of Purpose

PERCEPTIONS is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

PERCEPTIONS is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Guidelines For Submission Of Articles

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in PERCEPTIONS. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

- title of article
- name of author(s), affiliation
- address(es) of author(s)
- telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

Dr. Robert J. Michael, Editor PERCEPTIONS
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MESSAGE FROM CONFERENCE CHAIRPERSON

- CONFERENCE UPDATE -

The 26th Annual ANYSEED Conference is rapidly approaching. The Conference Committee has been working diligently to bring you relevant and exciting workshops presented by professionals from a variety of disciplines from around the Northeast.

This year's theme, "**Children and the Families of the 90's**", will address the present and future condition of the family structure and its effect on the children we have to educate.

The keynote speakers will present specific viewpoints in dealing with children and families. **Dr. Michael Valentine** will cover effective discipline procedures involving the family; **John Rosemond** will emphasize the importance of parental roles in the family structure; and **Thomas Connelly** will help us identify and assist "youth at risk."

In the past 26 years, as long as ANYSEED has been in existence, the condition of providing services to children has changed tremendously. The days of high expectations with parental reinforcement are rapidly waning.

Consider the changes of the past 26 years:

- the divorce rate has doubled
- child abuse has doubled
- teenage suicide/attempted suicide has rapidly increased
- cults have been increasing in numbers
- crime committed by those under 18 has quadrupled
- teenage pregnancy has almost doubled
- drug abuse among teenagers has rapidly increased.

Consider the future in the 90's:

- more marriages will fail than succeed
- six out of ten children will not live with both natural parents
- three out of ten children will live with only one parent
- five out of ten children will have to form a relationship with a step-parent
- most children will have both parents working
- thousands of parents will be reported to the authorities for child abuse
- the majority of families will move to a new location at least once.

These conditions will undoubtedly have an effect on childrens' perceptions of their environment and will affect the way they perform in school. The conference is designed to enlighten and prepare you for the challenges that face us the 90's.

This year, membership fees are included in the conference registration, so you will continue to enjoy the benefits of belonging to an organization dedicated to assist professionals in dealing with the emotional problems of today's children.

I encourage you to register early to obtain special rates. Group rate packages have been established. A minimum of 10 persons from one organization reduces the rate even more (see registration form).

I am certain that you will find the 26th Annual ANYSEED Conference to be a professionally exhilarating experience, as well as a socially enjoyable one.

James Burke
Conference Chairperson

- ANYSEED DIRECTORY -

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CONFERENCE REGISTRATION INFORMATION

The Registration Committee asks that you read the form carefully and follow these guidelines:

(1) Be sure to fill out your complete name and address so that we can send additional conference information to you.

(2) If you are a student, you will need to send a copy of your student identification card or a letter from your department head in order to be eligible for the reduced fee.

(3) All registration fees must be forwarded to Ed Kelley, no later than February 11, 1991, for the early registration fee discount.

(4) A separate form is included if you wish to stay at the Hyatt Regency Hotel, Buffalo.

(5) Meals are included in the hotel package; however, if you are not staying in the hotel, meals can be purchased from the hotel directly using the pre-registration form only. NO MEALS CAN BE BOUGHT AT THE TIME OF THE CONFERENCE.

(6) When registering for your workshops, be sure to indicate a first and second choice.

If you have any questions, call the registration chairperson listed below:

Ed Kelley
(O) 716-436-4442, ext. 269
(H) 716-889-3524

26TH ANNUAL ANYSEED CONFERENCE

FRIDAY, MARCH 1, 1991

Registration, Coffee, Exhibitors	8:00- 9:15
General Session - Dr. Michael Valentine	9:15-10:15
Session A	10:30-11:45
LUNCH	12:00- 1:00
Keynote Address - Thomas Connelly	1:00- 2:00
Session B	2:15- 3:30
Session C	3:45- 5:00
Cocktails	5:30- 7:00
Dinner, Awards	7:00- 9:00

SATURDAY, MARCH 2, 1991

Registration	8:00- 9:15
Session D	9:15-10:30
Coffee, Exhibitors	10:30-10:45
Session E	10:45-12:15
LUNCH	12:30- 1:30
Keynote Address - John Rosemond	1:30- 2:30
Exhibitors/ Poster Session	2:30- 3:00
Session F	3:00- 4:15
Cocktails	5:30- 7:00
Dinner, Awards	7:30- 9:00
President's Reception Entertainment, DJ	9:00-11:00

SUNDAY, MARCH 3, 1991

Annual Business Meeting	8:00- 9:00
Special Session Meet The Experts	9:30-10:30
Brunch and Farewell	11:00- 1:00

Exhibitors available Friday & Saturday until 4:30 pm

26TH ANNUAL ANYSEED CONFERENCE

KEYNOTE SPEAKER: DR. MICHAEL VALENTINE

"REFLECTIONS OF A CRAZY PSYCHOLOGIST"

General Session - Friday, March 1, 1991

GRAND BALLROOM; 9:15-10:15 am

WORKSHOP

"HOW TO DEAL WITH DIFFICULT DISCIPLINE PROBLEMS: A FAMILY SYSTEMS APPROACH"

Session A5: 10:30-11:45 am, GRAND E & F
Session B5: 2:15-3:30 pm, GRAND E & F

KEYNOTE SPEAKER: THOMAS CONNELLY

"PARENTS AND EDUCATORS - THE SLEEPING GIANTS OF PREVENTION"

Lunch Keynote - Friday, March 1, 1991

GRAND BALLROOM; 1:00-2:00 pm

WORKSHOP

"CHILDREN AT RISK: HOW TO IDENTIFY THEM; WHAT TO DO ABOUT THEM"

Session B6: 2:15-3:30 pm, DELAWARE

KEYNOTE SPEAKER: JOHN ROSEMOND

"ASSUMING THE POWER OF PARENTHOOD"

Lunch Keynote - Saturday, March 2, 1991

GRAND BALLROOM; 12:30-1:30 pm

WORKSHOP

"ASSUMING THE POWER OF PARENTHOOD (CONTINUED)

Session F4: 3:00-4:15 pm, GRAND F & G

MEET THE EXPERTS: Kurtz, Marolta, Foster - Sunday, March 3, 1991, GRAND E.

SESSION A
FRIDAY, March 1
10:30 A.M.-11:45 A.M.

A-1. COGNITIVE STYLE AND THE MANAGEMENT OF BEHAVIOR

This workshop will examine the Cognitive Style constructs of Field Dependence-Independence and the relationship to maladaptive behaviors in the elementary-level classroom. Attention will be given to the identification of specific Cognitive Styles of Information Processing and pedagogical techniques for matching instruction with student needs.

Dr. David M. DiFabio, Asst. Professor, Dept. of Psychology and Human Services, Mohawk Valley Community College and Adjunct Asst. Professor, Dept. of Psychology, SUNY at Oswego.

Room: Regency A

A-2. BEHAVIORAL RESEARCH INSTITUTE: DIVERSIFIED PROGRAMS FOR HARD-TO-PLACE INDIVIDUALS

This workshop is designed to inform the audience of the various systems used at the Behavior Research Institute. BRI is a residential school/treatment program which serves children and adults with a wide variety of behavior problems. The individuals served range from autistic and retarded students to those of average and above-average intelligence with significant behavior problems. Students may enter at any level and advance to the highest appropriate level as soon as their behavior warrants a progression. The workshop will go into detail about the various treatment systems used within the program as well as giving an explanation of the BRI-designed computer software aimed at increasing the communication skills of the students.

Penny Potter, Director of Student Services, Behavior Research Institute, Providence, RI.

Room: Regency B

A-3. 4-H FOR THE E.H. AND L.D. CLASSROOMS

This workshop will show how to get a community resource into the classroom to address the EH/LD learner's need for mainstream socialization in the special education setting. The presenters have integrated a 4-H club into their curriculum, using this organization's unique combination of educational self-esteem building, life-skill enhancement, and hands-on project programming. An educator, counselor, and 4-H Program Leader will give specific examples of activities and projects which address the EH/LD learner's academic and social needs.

Deborah M. MacIntire, Special Ed. Teacher, BOCES/Potsdam Central School Building.
Mary McCallion, BOCES Mental Health Counselor, Potsdam Central School.
Tim Davis, 4-H Program Leader, Cooperative Extension of St. Lawrence County.

Room: Regency C

A-4. ASSESSMENT OF PERSONAL/SOCIAL DEVELOPMENT IN PRESCHOOL CHILDREN

This workshop will present an interdisciplinary overview of the assessment of young children with personal/social and emotional problems. Consideration will be given to screening and the components necessary for a thorough diagnostic evaluation in education and psychology. Presenters will update participants on the current federal and state legislation relative to identification of young children with possible emotional problems. Practical suggestions for the actual examining situation, observation of behavior, and examples of assessment using curriculum-based, ecological, and direct observation and family involvement will be provided.

Dr. Judith A. Bondurant-Utz, Associate Professor, Buffalo State College, East Aurora, NY.
Lenore B. Luciano, M.S., NCSP, School Psychologist, Erie II, BOCES Development Preschool Program.

Room: Grand E

A-5. HOW TO DEAL WITH DIFFICULT DISCIPLINE PROBLEMS: A FAMILY SYSTEMS APPROACH

A. Teachers, Principals, School Staff, and Aides

This skill/training program is designed as an in-service for the total school staff. The workshop is fast-moving, energetic, easy-to-follow, practical, and gives actual case examples. Participants learn how to:

1. Analyze teacher and parental belief systems
2. Analyze actual communication patterns which are either effective or ineffective in stopping inappropriate behavior
3. Use simple but effective techniques for stopping most inappropriate behavior immediately
4. Develop a behavioral lesson plan for the "difficult" and "hard-to-handle" student
5. Develop various follow-up techniques for the hard-to handle student
6. Run a structured parent conference to elicit parental help in resolving discipline problems.

B. Counselors, School Psychologists, In-service Coordinators, or Trainers

In this workshop, actual case material and videotapes of family counseling sessions will be presented. Participants will:

1. Learn the basic information presented in training program A
2. Learn how to set up and run in-service programs using this model

3. Learn how to use this model to consult with teachers and principals
4. Learn how to run a seven-step family system counseling session within the school setting
5. Receive supervision and suggestions for families they are working with.

Michael R. Valentine, Ph.D.

Room: Grand F & G

A-6. EMERGENCY RESPONSES TO THE SUICIDE CRISIS

Suicide is an event which has a far-reaching impact ... certainly on the suicidal child or adult, families, schools, and the human service system. The incidence of suicide among children and adolescents is growing at an alarming rate, especially in New York State.

Suicide Prevention and Crisis Services is a 24-hour, seven-day-a-week crisis center that provides intervention to children and adults who are at risk because of emotional disturbance, the experience of an emotional event, or a significant dramatic change in a person's lifestyle. Staff intervene, through the Agency's programs, with children and adults who are suffering from mental illness, who have been sexually abused/assaulted, or who are abusing alcohol and/or drugs. Staff also intervene with the ever-increasing population of homeless individuals and families. Many of these situations involve persons who are suicidal along with the other problems they are facing.

Professionals from Crisis Services will present and be able to discuss intervention strategies that can be effectively utilized to stabilize crisis situations and link persons to appropriate resources. Workshop presentations will also present suicide lethality assessment techniques that can be utilized by other professionals (teachers, guardians, counselors, therapists, etc.) to determine the most appropriate crisis response. Case scenarios, role-plays, and workshop participant interaction will also be incorporated into the presentation.

Jeanine Van Voorhees and other Crisis Services representatives of Suicide Prevention and Crisis Service, Inc., Buffalo, New York.

Room: Delaware

A-7. SOCIAL SKILLS TRAINING: INTEGRATING STUDENTS WITH BEHAVIORAL AND LEARNING DISABILITIES INTO PUBLIC SCHOOL

This workshop will discuss a Social Skills Program designed to improve the social functioning of emotionally disturbed children who attend a day school/treatment program. The main goal of the day school is to mainstream these children back into public schools. The social skills program facilitates this process by providing the handicapped children with an opportunity to learn important social skills and to interact with non-handicapped public school students in a structured environment.

Juanita B. Hepler, Asst. Professor, School of Social Work, SUNY at Buffalo, Amherst, NY.
Cecelia Rosiek-Bauer, Social Worker, Gateway Day School/Treatment Program, Williamsville, NY.
Alison Roehl, Social Worker, Gateway Day School/Treatment Program, Williamsville, NY.

Room: Ellicott

SESSION B
FRIDAY, March 1
2:15 P.M.-3:30 P.M.

B-1. THE OCCULT AND TODAY'S YOUTH

On books, clothes, and walls, we often find letters, numbers, or symbols written by young people. They all have meaning to the presenter. Some signs and symbols have meanings of troubling significance. Designs like pentagrams, swastikas, moons, and even broken crosses have more significance than may meet the eye.

This workshop will explore popular culture to look at signs of Satanism and how they are displayed. The participants will see examples of these designs in their everyday world. The presentation will also discuss music lyrics and the general values that are promoted by some Black Rock groups: violence, suicide, sexual aggression, Satanism, substance abuse, and anarchy. The effect of these themes on a person with a negative self-image will be discussed. A model of negative spirituality that leads to negative values will be presented. The role of educator in the development of positive values will be discussed.

Deacon Brian J. McNulty, M.S.Ed., M.A.Theo., Children's Services at Rochester Psychiatric Center, Rochester, NY.

Room: Regency A

B-2. MAINSTREAMING THE EMOTIONALLY DISTURBED PUPIL

This program will discuss the continuum of services and programs needed, depending on severity, to educate the emotionally disturbed pupil in the public school setting. Such models as the consultant teacher, collaborative approach, skillstreaming, and the regular education initiative will be discussed.

Andrew J. Heitzman, Associate Professor, Special Ed. Dept., SUNY at Geneseo.
Carol T. Godsave, Director of Special Ed., Livonia Central Schools.
Molly Baker, Teacher, Orleans Niagara BOCES, East.

Room: Regency B

B-3. HOW CONSCIOUS AND UNCONSCIOUS ETHNOCENTRISM, RACISM, BIGOTRY, AND PREJUDICE CREATE REFERRALS OF AFRICAN-AMERICAN MALES TO PROGRAMS FOR THE BEHAVIORALLY DISTURBED

The presenter will discuss (1) the spread of African-American streetcorner language and behavior to almost all schools; (2) the over-representation of African-American males in programs for the behaviorally disordered/emotionally disturbed; (3) ethnocentrism and racism; (4) the presenter's study of the "stereotypical beliefs, feelings, expectations, and fantasies" people have about black men, and (5) how teacher's ethnocentric or racist beliefs and expectations interpret African-American streetcorner language, coping, and survival behaviors: playing the dozens, woofing, and pimping/ditty-bopping/mau-mauing.

Dr. Herbert L. Foster, Professor, Dept. of Learning and Instruction, Graduate School of Education, SUNY at Buffalo.

Room: Regency C

B-4. BUILDING DIGNITY AND SELF-WORTH MEANS BEING CULTURALLY RESPONSIVE

Children cannot feel truly valued as individuals without their culture being valued by those who count around them. Accordingly, we must come to the realization that children and their families come to our various programs with rich cultures, cultures that must be identified and encouraged, not ignored.

This workshop will focus on the "how to's" of reflecting the various cultures in your programs into daily interactions. Included in the presentation will be the definition of culture; how to identify your own culture so you can begin to identify when a child's/family's culture is different from yours, and an overview of specific activities a teacher/therapist can take to infuse a variety of cultures into her/his classroom or program.

Although this workshop will be geared towards the early childhood classroom, the information will be applicable to all.

Ellen O'Callaghan Sheldon, Education, Career Development/Training Coordinator, Community Action Organization of Erie County, Inc., Head Start Program, Buffalo, NY.

Room: Grand E

B-5. HOW TO DEAL WITH DIFFICULT DISCIPLINE PROBLEMS: A FAMILY SYSTEMS APPROACH

A. Teachers, Principals, School Staff, and Aides

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4. Learn how to run a seven-step family system counseling session within the school setting
5. Receive supervision and suggestions for families they are working with.

Michael R. Valentine, Ph.D.

Room: Grand F & G

B-6. CHILDREN AT RISK: HOW TO IDENTIFY THEM; WHAT TO DO ABOUT THEM

"Yes, we can make a difference!" This workshop will review specifically what education professionals and community service providers should be doing in addressing the needs of the "child at risk," according to the latest research. An examination of the profile of the at-risk child in the 90's, as well as a sample of programs from around the country that impact the risk factors, will be presented. Participants will learn how to be proactive in addressing this issue.

Thomas Connelly, Director of Special Counseling Programs, Wappingers Falls School District, Wappingers Falls, NY.

Room: Delaware

SESSION C
FRIDAY, March 1
3:45 P.M.-5:00 P.M.

C-1. WHAT'S NEW IN THE LAW

The presenter will discuss new and emerging legal issues relating to handicapped students, particularly those classified as emotionally disturbed and learning disabled. Areas to be covered include: 1990 Amendments to P.L. 94-142 (adding new classification services and IEP areas); the additional responsibilities imposed upon school districts toward handicapped students under Section 504 of the Rehabilitation Act; 1990 changes in New York State Education Department regulations concerning private placement approvals and Phase II IEP conferences; how least restrictive environments should be implemented for 3- to 5-year-old handicapped children; recent case law concerning residency (which school district is the child's residence); whether a child can be too handicapped to come under P.L. 94-142; compensatory education, and other pertinent issues.

Bruce A. Goldstein, Partner in the law firm of Bouvier, O'Connor, Buffalo, NY, and Professor, Faculty of Law and Jurisprudence, SUNY at Buffalo. Mr. Goldstein has taught, written, and spoken widely in his areas of expertise, which include both Handicapped Law and Education Law.

Room: Delaware

C-2. ODYSSEY OF THE MIND: BEYOND THE 3 R'S, DEVELOPING THE 5 C'S

Can learning be fun? Should it be? Can special education for emotionally disturbed children borrow concepts and experiential activities from a program developed for "gifted" children? Can self-esteem be enhanced through goal-oriented group activities? (Yes!, Yes!, Yes!, Yes!)

Odyssey of the Mind is an annual creative problem-solving competition among students in kindergarten through high school. First developed in 1978 by Dr. Samuel Micklus, professor at Glassboro State College in New Jersey, this competition has grown to national participation of 250,000 students from 5,300 schools. While the major emphasis of this program is usually directed toward gifted and talented students in enrichment classes, it can be used with fun and success with Emotionally Disturbed population classes.

Major concerns of educators of emotionally disturbed students are centered on the areas of enhancing self-esteem, improving peer group relations, and developing communication skills. Odyssey of the Mind exercises are tailor-made to address those concerns and, with minor modification, are suitable for incorporating into group classroom and/or counseling situations. The 5 C's outline in Odyssey of the Mind is creative problem-solving. As educators of emotionally disturbed children, we often see creativity manifested in socially unacceptable behavior. Through participation in structured Odyssey of the Mind group activities, emotionally disturbed children are given an experience in which spontaneous solutions and different approaches to problem-solving are channeled and rewarded.

John Welsh, M.Ed., Special Educational Counselor, St. Lawrence County BOCES, Potsdam, NY.

Room: Grand E

C-3. A POTPOURRI OF CREATIVE TEACHING IDEAS AND AN IN-DEPTH LOOK AT THE WRITING PROCESS

This workshop will offer practical and creative teaching strategies to facilitate learning for every student in the classroom.

The workshop will focus on the Whole Language philosophy, which has been utilized successfully in classrooms of emotionally disturbed adolescent youth, containing a wide range of instructional levels from grade one through senior high. By offering activities to address the modalities and instructional needs of each student in the class, everyone can experience success.

Participants should feel free to share creative teaching strategies that they have utilized in their classrooms.

Part Two of the workshop will focus on how to set up a writing workshop in the classroom.

Kristin Kendall-Jakus, Senior High Teacher, Option III, St. Joseph's Villa, Rochester, NY.

Room: Regency A

C-4. THERAPEUTIC PRESCHOOLS: 3 APPROACHES TO SERVING THE NEW KIDS ON THE BLOCK

P.L. 99-457 mandates educational services for children with handicapping conditions from birth to age 2. New York State has developed regulations and program guidelines for classified children ages 3-4. Schools in Erie County have 3 options available to them for children identified as emotionally disturbed. They are Olvintant Home in Lackawanna, Children's Hospital in Buffalo, and Gateway in Williamsville.

Representatives of these 3 agencies will present their program model and share their experiences in this relatively new program area. Issues related to assessment, staffing, working with families/agencies/public schools, as well as the practical and theoretical aspects inherent in teaching these children, will be covered.

Ted Kurtz, former New York State Regional Associate.

Room: Regency C

C-5. TEACHING SOCIAL SKILLS TO UNDERSOCIALIZED EMOTIONALLY DISTURBED STUDENTS

Students need to be taught pro-social skills just as much as they need to be taught academics. We cannot assume that, as children mature, they will develop the pro-social skills necessary to interact with their environment.

This workshop will present curriculum ideas from the day treatment program at the Rochester Mental Health Unit to improve self-concept and help children develop healthy social relationships with peers and adults. The curriculum areas include: skillstreaming, health curriculum, career education, work/study programs, therapy groups, field trips, and the summer school program. A listing of resources and activities will be provided.

David Abeling and Amy Hollen, Assistant Directors, Day Treatment Unit, Rochester Mental Health Unit, Webster, NY.

Room: Grand E

C-6. BASELINES: AN APPROACH TO MAINSTREAMING EMOTIONALLY DISTURBED HIGH SCHOOL STUDENTS

BASELINES (Better Alternatives for Special Education Learners in Normal Environments) is an innovative approach to assisting emotionally disturbed adolescents access a diploma by achieving success in a typical high school setting. The project is partially funded by the New York State Education Department Office of Children with Handicapping Conditions under a grant for model programs. It is based at Liverpool High School and provides highly individualized programming. The program is staffed by a teacher, teaching assistant, psychologist, coordinator, and job coaches as needed.

Students' programs are highly individualized. The BASELINES classroom serves as a base, a safe environment, for all students assigned to the program. All students also receive individual and group therapy. Other components of the program - mainstreaming, vocational education, work/study, and community service - are included, based on the needs and abilities of the students. One guidance counselor is assigned to all students in the class, and the House Principal works closely with the counselor and classroom teacher, implementing behavior contracts and maintaining close contact with regular education teachers. Parents are encouraged to be active participants by all professional staff, and home visits are made by the program psychologist.

Iris K. Fensom, Asst. Director of Special Education; W. Scott Steggal, Ph.D., Psychologist; Carol Ilacqua, Classroom Teacher, Liverpool Central Schools, Liverpool, NY.

Room: Grand G

C-7. ROSE: ROME'S OPPORTUNITIES FOR SPECIAL EDUCATION

The ROSE program was developed in the Special Education Department of the Rome City School District in 1984. The program addresses pupils classified as emotionally disturbed in particular. ROSE uses the Written Behavior Contingency Plan and transitional services to: increase points along the continuum of services; increase student access to regular classes; increase student hope; increase parent participation; provide behavior measurement for staff and Committee on Special Education use; increase prevention strategies; decrease the number of "ED" children placed in special class; decrease punitive modes of discipline, and provide smoother transitions for students moving to a lesser restrictive environment.

The panel will demonstrate the construction of a Written Behavior Contingency Plan; show examples of the plan; explain transitional strategies; share personal samples of the improvements in the program, and state desired improvements.

JoAnne Ambrose, Special Education Teacher; Glenn Kuhn, School Psychologist; Alan Ringland, Special Class Teacher, Staley Junior High School.
Debbie Weiss, Transitional Teacher, Central Office.

Room: Ellicott

C-8. BRINGING IT ALL TOGETHER: A SYSTEMATIC APPROACH TO SCHOOL BEHAVIOR PROBLEMS

This workshop will describe an integrated approach for providing educational and mental health services to students who have been classified as severely emotionally disturbed by the Committee on Special Education and who also have a DSM-III diagnosis. Teachers and therapists work together to develop a comprehensive program for students which includes: an academic curriculum consistent with Part 100; a structured setting with a behavior management program; and individual, group, and family therapy. Parents are encouraged to participate in family therapy and are assisted to access other appropriate community resources.

Susanne S. Merchant, Supervisor of Special Ed; Debra A. Roundtree, School Social Worker; Paul M. Cohen, Ph.D., Clinical Psychology, Richard H. Hutchins Psychiatric Center, OMC BOCES, Syracuse, NY.

Room: Regency B

SESSION D
SATURDAY, March 2
9:15 A.M.-10:30 A.M.
10:45 A.M.-12:15 P.M. (Double Session: #D-7 only)

D-1. METHODS THAT CAN BE USED TO MODIFY THE TEACHING OF SPECIAL EDUCATION STUDENTS

The New York State Commissioner's Rules & Regulations mandate that one technique teachers of special education students should use in their teaching is modification, or adaptation, of their instruction to meet the needs of handicapped students (Part 100). This workshop will provide participants with an overview of this technique by introducing the three phases of modification. The remainder of the time will be focused on the specific methods teachers can utilize in the classroom to modify their teaching of SES. In particular, the three phases of modification, (1) classroom setting (2) instruction/materials and (3) student evaluation, will be explained and specific examples of each will be described. A specially-prepared handbook entitled, "Suggested Modification for Teachers of the Special Education Student," consisting of modifications teachers can use in the classroom, will be provided for each participant.

Neal J. MacCreery, Assistant Professor, Education Department, SUNY College at Oneonta.

Room: Regency A

D-2. USING MUSIC IN THE CLASSROOM

Music can be an excellent teaching tool, and can be used: as a classroom aid to complement other areas of the curriculum; to highlight special holidays or events; or to create a break for fun and relaxation. This workshop is designed to help teachers explore ways of using music, particularly folk music, in the classroom.

A variety of songs will be presented, and attendees will be encouraged to sing along and participate in much the same manner they would involve their classes. The presenter will also demonstrate some simple folk instruments that can be used "hands-on" with children. Participants will receive resource lists of records, tapes, songbooks, and other publications, and some samples of these materials will be available for examination.

Nan Hoffman holds a B.S. degree in Exceptional Education from State University College at Buffalo and an M.A. in American Studies from SUNY at Buffalo. As singer, musician, songwriter, performer, recording artist, and workshop presenter, she has taken her programs into public and private schools, colleges, and universities in many parts of the United States.

Room: Regency B

D-3. MAINSTREAM EDUCATION SHOULD ACCOMMODATE A MULTI-CULTURAL ENVIRONMENT (A RATIONALE FOR MULTI-CULTURAL AWARENESS)

Mainstream classes should be the ideal setting for multicultural awareness. Such ongoing program awareness would create a more positive attitude among teachers of mildly handicapped and non-handicapped students. Teachers and other professional personnel working with mainstream students then would be exposed to in-service multi-cultural sensitivity training. This would also help families to become more accepting of various students in classrooms where such children are integrated.

Helen V. Foster, Ph.D., Professor and Chair, Special Ed. Dept.;Richard L. Swanby, Asst. Professor; Sandra Miller, Asst. Professor, SUNY College at Geneseo.

Room: Regency C

D-4. E.A.S.E.: A MODEL FOR SUCCESS

This workshop is best described by its title: "E.A.S.E." E.A.S.E., the acronym for Educational Assistance for Special Education, has made it easy for teachers, administrators, students, and parents to meet the more frustrating of educational challenges: the teaching of reading and math to students who are handicapped and performing academically two or more years below grade expected level.

Through a unique and highly creative collaboration of educational resources, E.A.S.E. provides a multi-disciplinary, multi-cultural, and multi-sensory reading, language, and math program that has empowered handicapped students to be competitive and on grade level after participation in the E.A.S.E. program.

After 12 years of outstanding results, E.A.S.E. was recognized as a National Model Site in November of 1989. E.A.S.E. and 250 teachers were acknowledged for their outstanding excellence in teaching and their commitment to handicapped students.

William Schierlitz and Phyliss Smukler, Program Coordinators, E.A.S.E. Program, Buffalo School System.

Room: Grand E

D-5. THE DAY STUDENT ATTENDANCE INCENTIVE PROGRAM AT LA SALLE SCHOOL

The Education Department of LaSalle School serves both residential and day placements. The Junior/Senior High School program is accredited by the State Education Department and is approved as a private provider of Special Education services.

Throughout the dozen years day students have been included in the school's population, the staff has continually struggled with attendance issues. Beginning with the 1988-89 school year, an attendance incentive program was established, which attempts to reinforce appropriate attendance patterns and provide positive rewards for those who consistently attend school. With supplemental funding through the local Rotary Club, this program has had a positive impact on the students in day service programs.

The philosophy, goals, strategies, and routines used will be readily shared. The program is easy to duplicate; the workshop will provide ideas and methods for developing an Attendance Incentive Program as well as present some possibilities for funding through local organizations.

Anne Moscinski, Director of Education; James Meyer, Asst. Director of Education; Bill Wolff, Director of Curriculum & Staff Development; James Kasses, Crisis Counselor, LaSalle School, Albany, NY.

Room: Grand F

D-6. "EPIC" - EFFECTIVE PARENTING INFORMATION FOR CHILDREN: THE CHALLENGE OF PARENTING

This presentation will be both informative and experiential as an introduction to EPIC, a primary prevention program. Participants will have the opportunity to learn how teachers infuse parenting education into their regular classroom curricula. A mini-parenting workshop will be conducted which will demonstrate how parents simultaneously get involved. Also to be discussed will be how the community component joins the home/school partnership.

Lynne Sachs, EPIC National Trainer and Program Coordinator, State University College at Buffalo.

Room: Grand G

D-7. IT TAKES TWO: AN EXAMINATION OF THE DYNAMICS OF CRISES AND ANGER (Double session with Workshop E-7)

This workshop will begin with a interview of the changes in the Child Abuse regulations since 1972. Utilizing the Therapeutic Crisis Intervention format developed by Cornell University, along with concepts formulated by Dreikurs & Long, the workshop will focus on awareness of self, the child, and the

environment. Discussion will focus on the development of anger, hostility, aggression, and passive aggression. Common tools children use to create stress will be reviewed. Effective interventions will be suggested, particularly focusing on the use of humor.
Steve Throne, Director of Special Education, Beacon City School District, Beacon, NY.

Room: Delaware A & B

SESSION E
SATURDAY, March 2
10:45 A.M.-12:15 P.M.

E-1. MONITORING THE EFFECTS OF MEDICATION: THE EDUCATOR'S ROLE

This workshop's objective is to provide teachers and other caregivers with a model for fully participating in drug therapy programs for children and adults who may be taking prescribed medication. Specific suggestions for observing, recording, and reporting data on behavioral changes which may be the result of medication will be presented. In order to sensitize observers to the wide range of behavioral characteristics which may be associated with various medications, information on families of drugs generally prescribed along with their common side effects will also be presented.

Joseph R. Trippi, Professor, Special Education, SUNY at New Paltz, New Paltz, NY.

Room: Regency A

E-2. WHOLE LANGUAGE AND PORTFOLIO ASSESSMENT FOR THE EMOTIONALLY DISTURBED STUDENT, K-12, AND THE 3 R'S: REAL, REACTIVE, AND RELEVANT

This presentation describes a school-wide, whole language program for emotionally disturbed students attending a public school learning center where Language Lab is a "special." Special educators can enhance classroom learning by extending reading, writing, listening, and speaking experiences through group activities which enable students to demonstrate their knowledge in a variety of ways. Portfolio assessment offers teachers creative means of making progress and change explicit to students, their families, and the CSE.

This presentation will demonstrate use of (a) the survival unit in literature as a means of dealing with higher level thinking skills and problem solving, (b) personal histories as a means of exploring life values, and (c) in-house publishing as a means of developing authorship. Language as a means of making learning real, reactive, and relevant will be emphasized.

Alise Guarnaschelli, Middle Country Central School District, Centereach, NY. Ms. Guarnaschelli also teaches at Adelphi University and is a doctoral candidate at Hofstra University.

Room: Regency B

E-3. USING STORIES AND BOOKS TO MEET SOCIAL AND EMOTIONAL NEEDS

Good stories and books capture the attention of children and delight them, but they also have the potential to go beyond entertaining children. If used effectively, good literature can meet children's social and emotional needs, thereby facilitating growth and development. The purpose of this workshop is to enhance teachers' therapeutic use of literature in the classroom. An overview of the bibliotherapeutic process and the efficacy of bibliotherapy will be presented. This will be followed by suggestions on how to select books and how to maximize their potential. Special attention will be given to the use of fairy tales and full-length novels to address issues relevant to children. A bibliography will be available for all participants to help them locate books for future classroom use.

Cecelia M. Rosiek-Bauer, School Social Worker, Gateway Day School/Treatment Program.

Room: Regency C

E-4. MICHELANGELO, TECHNOLOGY, AND THE EMOTIONALLY DISTURBED

This workshop will present specific methods of utilizing computer technology in the teaching of older behavior disordered students. The presentation will cover (1) application software: word processing, database, spreadsheet, spelling & syntax checkers, (2) computer assisted instruction (CAI) and tutorials, (3) higher level programming and authoring languages, and (4) drill-&-practice/problem-solving software applications.

The focus of the presentation will be, "What occurs when we teach BD students not only how to use these tools, but also how to create them?" The interim results and "products" of a model computer program at South Richmond High School will be presented. The materials to be distributed are all created by students enrolled at South Richmond High School and include: *INPUT/OUTPUT*, a special education technology magazine; *THE WRITE STUFF*, a creative writing magazine; drill-&-practice software, and CAI lessons.

Happy Johnson, Computer Coordinator, and Michael Fermenella, Program Coordinator, South Richmond High School, Staten Island, NY.

Room: Grand E

E-5. THIS IS WHO I AM

This is who I am

I wish they would understand
who I really am.
It's hard to say what I want
to say
Because it comes out in many
different ways.
What I really want to be -
Is just live happy and really be me.
By an SAI resident

The process of discovering "Who I Am" is a primary focus of the Humanities Program at St. Anne Institute. Through the visual arts, music, drama, and dance, our students communicate and record their vision of who they are at a particular moment in time.

In this workshop, participants will share the journey of self-discovery with our students, and use the creative arts process to identify their own vision of self.

Edith C. Lockett, Humanities/Art. Dept. Chairperson; Lori Barraco Smith, Transition Class Teacher, Critical Care Program; Tania Bruhn, Special Educator in Dance, Dance Therapy Intern, St. Anne Institute, Albany, NY.

Room: Grand F

E-6. CHILDREN, FAMILIES, AND AIDS

The presenters will discuss:

- The impact of HIV/AIDS on the adolescent population and on families;
- Reaching adolescents with HIV education in public school settings and non-public school settings;
- Using effective educational materials.

Sandra Holmes-Wilmot, Adolescent Project Coordinator; Jean Lauffenburgur, Director of Education; Lenord Wedderburn, Outreach Coordinator/Educator; Robert Carlson, Community Educator, AIDS Community Service of Western New York.

Room: Grand G

E-7. IT TAKES TWO: AN EXAMINATION OF THE DYNAMICS OF CRISIS AND ANGER (Double Session with Workshop D-7)

Steve Throne, Director of Special Education, Beacon City School District, Beacon, NY.

Room: Delaware

SESSION F
SATURDAY, March 2
3:00 P.M.-4:15 P.M.

F-1. THE MAKING OF LIFE JUNKIES: BUILDING SELF-ESTEEM THROUGH SUCCESS

The presentation will detail the preparation of a book by a group of 21 adolescents and young adults from inception, writing a successful grant proposal for funding, writing and gathering material, raising additional funds, to publication. Approximately half the group are runaways; drop-outs; diagnosed as emotionally disturbed, learning disabled, and/or at risk.

Over a period of several years, the group had formed an informal support network. During the spring of 1989, they decided to write a book describing their fantasies, feelings, and experiences. *Life Junkies: On Our Own*, a 200-page anthology of prose, poetry, photographs, and drawings, is the result. The role played by the young people will be discussed, including funding, setting up production schedules, gathering and editing material, and formatting with advice and guidance from the presenter and Joy Walsh of Textile Bridge Press.

This presentation will deal with several aspects of the making of the book: first, a description of the group, indicating which factors seemed crucial to achieving success; second, a discussion of the writing process itself and the Whole Language and Writing Workshop approach to writing; finally, and most importantly, coverage of the affective aspects of producing the book, including overcoming fear of failure, intra-group dynamics, and the gradual building of self-esteem as the writing and production progressed.

Xeroxed selections from the book and related material will be distributed. Books will be available for $10 and can be ordered in advance from the presenter at (716) 881-5504 or 460 Ashland Avenue, Buffalo, NY 14222. If possible, some of the writers will be available to participate in discussions and answer questions.

Siri Narayan Kaur Khalsa-Fuda, M.A., M.S., EX.ED., Cert. Kundalina Yoga Teacher, Language Arts and Creative Studies Teacher, School 45, Buffalo, NY. Mrs. Fuda was coordinator for the "Life Junkies" project.
Meredith Anne Costello, Nurse Assistant, Buffalo, NY. Mrs. Costello made the original contact between Mrs. Fuda and the group.

Room: Regency A

F-2. VARIATIONS ON "PICTURES AT AN EXHIBITION"

Modest Mussorgsky wrote "Pictures at an Exhibition" for piano in 1874, although most of us are probably more familiar with the orchestral arrangement later produced by Maurice Ravel. Mussorgsky wrote the piece after viewing works by Victor Hartmann, a now obscure architect and artist. Hartmann was a close friend of Mussorgsky's, and the ten movements of the piece reflect Mussorgsky's musical interpretation of ten of Hartmann's pictures and his changing mood while at the exhibition. Four of those original ten pictures are now lost.

This project is planned to move in the opposite direction; that is, art students will listen to recordings of "Pictures at an Exhibition" and produce visual interpretations of the music, as originally the music was an aural interpretation of the visual. This will, it is hoped, be a new experience for the students as well as the teachers, and one that will challenge the students in a direction to which few of them have ever been exposed.

C.R. Blais, Director of Education; Colleen Weiss, Art Department Head; Sean Syewart, Photography Teacher; Fred Tolman, Librarian, LaSalle School, Albany, NY.

Room: Regency B

F-3. CREATIVE BOOKMAKING IN THE CLASSROOM

This workshop will offer new and inventive strategies for students to publish, illustrate, and record their creative ideas in book form. Participants will learn how to make paper; bind books; illustrate; write stories, poems, and plays; make pop-up books and journals. Participants who are interested in written and/or visual communication will find this workshop beneficial to all levels of classroom instruction. Also, this workshop will offer strategies for individualized and group instruction.

Susan McDonough, Senior High Art Teacher, and Ricki Curran, Senior High English Teacher, LaSalle School, Albany, NY.

Room: R[illegible]ncy C

F-4. ASSUMING THE POWER OF PARENTHOOD

A continuation from the Keynote Speech. John Rosemond

Room: Grand F & G

F-5. ANYSEED LOCAL CHAPTER PRESIDENTS' DISCUSSION GROUP

This discussion group is for all local ANYSEED presidents and/or their executive board members. Learn what other chapters from around the state are doing, such as:

- How to put on a successful local conference
- Raising membership
- Reaching other special education teachers
- How to make the local ANYSEED chapter a driving force in your area
- Why other national organizations are trying to steal ANYSEED's ideas and procedures.

This workshop is also for those who are interested in starting and/or reviving a local ANYSEED chapter in any area.

James M. Burke, President Elect; Thomas Alcamo, Membership Chairperson; Robert Aiken, Treasurer, ANYSEED.

Room: Delaware

SPECIAL SESSION - Sunday, March 3, 9:30 A.M.-10:30 A.M.

MEET THE EXPERTS

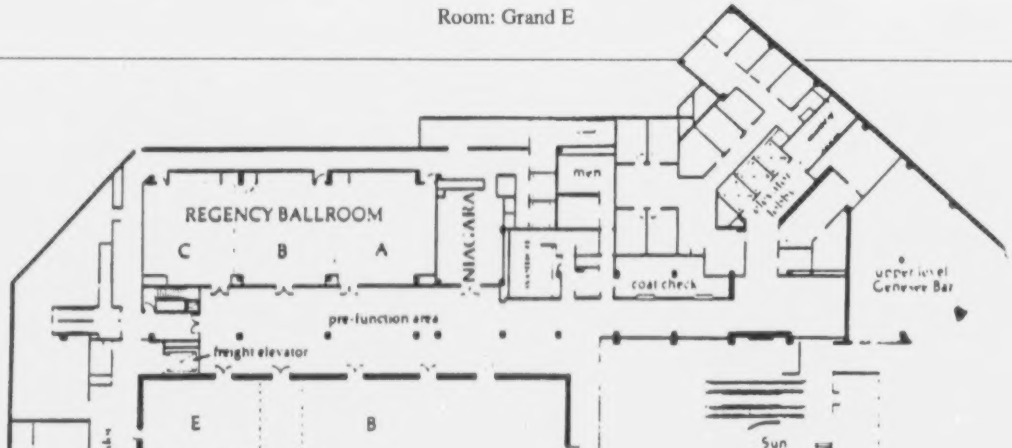
A panel of presenters will discuss future trends and plans to include families in the education of children in the Nineties.
Moderator: Cindy Feola.

Herbert L. Foster, Ed.D., Professor, SUNY at Buffalo, NY.

Ted Kurtz, retired New York State Education Department Regional Associate, associated with Gateway Home for Children, Williamsville, NY.

Richard Marrotta, Ed.D., Principal, Iroquois Central High School, Elma, NY.

Room: Grand E



The Association of NewYork State Educators of the Emotionally Disturbed

is proud to present the 26th Annual Conference

March 1,2,3, 1991

Buffalo Hyatt Regency Buffalo, NY

"Children and the Family in the 90's"

A * family dynamics and the effect on the daily emotional state of the child

N * integrating behavior management techniques into the home that would improve behavior at school

Y * understanding appropriate family role models

S * how professionals dealing with troubled children can directly improve the family situation

E * family interaction in the 1990's - how educators can cope with deteriorating family structures and improve communication at home

E * divorce, anger, and school effectiveness; how to overcome a child's guilt and low self-esteem

D * and many more topics

OVER FORTY WORKSHOPS AND DYNAMIC KEYNOTE SPEAKERS

COLLEGE GRADUATE CREDIT

The ANYSEED Professional Development Division, in conjunction with the 26th Annual Conference Committee and the Institute for Staff Development in Education at SUNY, New Paltz, are pleased to announce the establishment of a three-hour graduate course associated with the 26th Annual ANYSEED Conference, March 1,2,3, 1991.

Course: 39593, Contemporary Issues and Problems in Working with Emotionally Disturbed Children

Description: Issues and problems related to working with emotionally disturbed children, as identified in the conference sessions, will be considered. In-depth analysis of the major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required.

General Course Requirements: Students are required to

1.) Attend the full 26th Annual ANYSEED Conference.
2.) Attend class sessions scheduled for February 28, 1991 at 7:30 pm, and March 3, 1991, at 9:30 am.
3.) Summarize and analyze each of the workshops attended.
4.) Propose an independent project that applies information acquired from the conference sessions.
5.) Be available for individual consultations with the course instructors with respect to the proposed independent project.
6.) Implement and evaluate the independent project.
7.) Submit written report by July 15, 1991.

Detailed guidelines for course requirements will be distributed in the first class meeting.

Registration Deadline: February 11, 1991

Fees: $200, in addition to the conference fee. Make money order or bank check payable to ANYSEED, and mail to: Robin Mason, ANYSEED Professional Development Division, 613 Bay Road, Webster, New York 14580.

Registration Information: When sending the fees ($220 and conference fee), please enclose the following information: Name, Address, Home Telephone, Work Telephone, and Present Work Position.

ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS. REMEMBER TO FORWARD COURSE REGISTRATION AND CONFERENCE REGISTRATION FEES AND REGISTRATION FORMS FOR EACH. ALL FEES MAY BE COMBINED INTO ONE MONEY ORDER. The Executive Board of ANYSEED encourages early registration for the above course to avoid being closed out. This course is intended for persons willing to assume responsibility for independent study work and who have demonstrated competencies in this area.

The ANYSEED Executive Board established four awards which are presented at the annual conference. Any current members of ANYSEED may nominate individuals for these awards.

CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor an outstanding special education student, school or agency. To nominate an individual or agency, please send the following information:

Name of Nominee: (Student, School, Agency)
Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Biographical Sketch: (Student)
Historical Background: (School/Agency)
Program Goals: (Student/School/Agency)
Achievements: (Student/School/Agency)

Attach two (2) letters from educators or professional affiliates to illustrate merit and/or program commitment. Send nominations to:

Susan Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

STEVEN J. APTER AWARD

The Steven J. Apter Award is presented annually to an outstanding individual in the field of special education. Nominations will be accepted for individuals who have made significant contributions in such areas as research/scholarship, leadership, professional achievements, and commitment to youths with handicaps.

EVERETT KELLEY VOLUNTEERISM AWARD

The Everett Kelley Volunteerism Award is presented in recognition of the spirit of volunteerism. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education.

TED KURTZ TEACHER ACHIEVEMENT AWARD

The Ted Kurtz Teacher Achievement Award is presented to an outstanding educator in the field of special education. Nominations will be accepted for teachers who have made a significant contribution and have shown commitment to individuals with handicaps.

To nominate an individual for the Apter, Kelley, or Kurtz award, please send the following information:

Name of Award:
Name of Nominee:
Home Address:
School/Agency Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:

Send nominations to:

Susan Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

THIS FORM IS FOR CONFERENCE REGISTRATION ONLY. YOU MUST REGISTER FOR THE HOTEL SEPARATELY.

ANYSEED'S 26TH ANNUAL CONFERENCE REGISTRATION FORM

Pre-registration form must be received by February 11th, 1991, for discount!

Name ______________ School or Agency ______________________ Presenter ☐ Student ☐

Home Address ____

City ______________________ State __ Zip Code _____ Home Phone ( ) ______ Business Phone ( ) ______

School/Agency Address ____________________________________

City ______________________ State __ Zip Code _____

Please return this form and your check (made out to **ANYSEED**) to:
ANYSEED CONFERENCE: E.F. Kelley, 14 Maple Street, Scottsville, NY 14546-1223

SECTION I. CONFERENCE REGISTRATION FEES

CONFERENCE	BEFORE FEB. 11	AFTER FEB. 11	AMOUNT REMITTED
FULL CONFERENCE	$90.00	$125.00	
FRIDAY ONLY	$60.00	$ 80.00	
SATURDAY ONLY	$60.00	$ 80.00	

NOTE: Group Single Agency: Registered as a group (10 or more): $75.00 per person. EARLY REGISTRATION ONLY!

ALL REGISTRATION FEES INCLUDE COMPLIMENTARY MEMBERSHIP FEE (1991-1992).

PRESENTERS: No fee for Conference; check hotel registration and/or meal purchase.
STUDENTS (full-time only): Please include student ID card or letter from department chairperson. Full Conference only: $40.00

CANCELLATIONS: No cancellations will be considered after February 15th. $15.00 charge for any returned checks.

Conference registration fees do not include meals. See hotel registration and/or meal purchase.

ARE YOU STAYING AT THE HOTEL? Yes ___ No ___

SECTION II. WORKSHOP REGISTRATION (Enter Workshop Number)

Friday, March 1, 1991 **Saturday, March 2, 1991**

	1st Choice	2nd Choice			1st Choice	2nd Choice
Session A				Session D		
Session B				Session E		
Session C				Session F		

Sunday, March 3, 1991
ANNUAL BUSINESS MEETING 8:00 AM
Special Session:
MEET THE EXPERTS 9:30 AM

SECTION III. HOTEL REGISTRATION FORM *(FOR HOTEL ONLY! YOU MUST REGISTER FOR THE CONFERENCE SEPARATELY.)*

RETURN TO: ANYSEED Conference Hotel Registration
Hyatt Regency Buffalo On Fountain Plaza at Convention Center
Two Fountain Plaza
Buffalo, NY 14202 USA

RATES: Package Price (Friday, March 1 - Sunday, March 3, 1991). Includes room for Friday and Saturday night, meals (5) Friday lunch through Sunday brunch, and gratuities.
Single occupancy - $258.66
Double occupancy - $196.51 (per person)

Package Price (Thursday, February 28 - Sunday, March 3, 1991). Includes room for Thursday - Saturday night, meals (5) Friday lunch through Sunday brunch, and gratuities.
Single occupancy - $332.11
Double occupancy - $238.88 (per person)

Reservations are guaranteed by submitting this form and a deposit of $50.00 made to the hotel - or an appropriate credit card and expiration date - before February 15, 1991.

NAME ______________________ TAX EXEMPT # ____________

ADDRESS ______________________

CITY ______________________ STATE ________ ZIP CODE ____________

HOME PHONE ( ) ________ BUSINESS PHONE ( ) ________ TYPE OF ACCOMMODATION: SINGLE ___ DOUBLE___

ROOMMATE: ______________________

CREDIT CARD NAME ____________ NUMBER ____________ EXPIRATION DATE ____________

CHECK-IN TIME IS 3:00 PM

SECTION IV. SEPARATE MEAL PURCHASE

Meals may be purchased separately if you have submitted a conference registration, and are not staying at the hotel. Meals are purchased directly through the hotel and will not be available for purchase at the time of the Conference.

Send the separate meal purchase form to:
Thomas C. Acara
Catering/Convention Services Manager
Hyatt Regency Buffalo
Two Fountain Plaza
Buffalo, NY 14202 USA

FRIDAY LUNCH	$14.00	$ ________
FRIDAY DINNER	$22.00	$ ________
SATURDAY LUNCH	$14.00	$ ________
SATURDAY DINNER	$25.00	$ ________
SUNDAY BRUNCH	$18.50	$ ________
	TOTAL REMITTED:	$ ________

NAME ______________________ TAX EXEMPT # ____________

ADDRESS ______________________

CITY ______________________ STATE ________ ZIP CODE ____________

HOME PHONE ( ) ________ BUSINESS PHONE ( ) ________ SCHOOL/AGENCY ____________

TIPS FOR AUTHORS

Submitting manuscripts to PERCEPTIONS

1. Direct your article to the needs of the practitioners.
2. Cite appropriate, current journal articles and other references.
3. Stay with the main point of the article and be direct with the essential information that you wish to present.
4. List major points and key ideas. Use charts and tables when necessary.
5. Conclude your article with how educators could use the information in your article.
6. **Use APA Style** within the text and in the reference section at the end of the article:

   Within Text

   Michael (1990) noted that it was time to renew one's subscription.
   It is time to renew one's subscription (Michael, 1990).
   Michael (1990) stated word for word, "Renew your subscription" (p. 8).
   "Renew your subscription" (Michael, 1990, p. 8).

   Reference Section

   Flood, C. & Flood, R. (1989). Living with David: Excerpts from the parents' diary. *Perceptions*, 24, 18-21.
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8. Feel free to contact the editor with any questions or concerns.

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Advertisements in the quarterly journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

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It is the goal of ANYSEED to provide its membership with timely and useful information and training, as well as to act as an advocate, insuring the most efficient and appropriate delivery of services possible to individuals with emotional disturbance. In accomplishing these objectives, ANYSEED uses membership fees and annual conference revenues to support its operations. The membership year runs from September 1 through August 31.

Membership benefits include:

1. quarterly issues of PERCEPTIONS
2. periodic special interest mailings
3. reduced rates at the Annual State ANYSEED Conference
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5. legislative advocacy vis-a-vis state standards and regulations governing people with handicapping conditions.

For further information concerning ANYSEED, please contact the membership coordinator:

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The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this quarterly publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each quarterly issue.

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A Journal for Practitioners

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MEETING THE CHALLENGES

Perceptions

A Quarterly Publication of ANYSEED

A Journal For Practitioners

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Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the important of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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FROM THE EDITOR

As the past Associate Editor of *Perceptions*, I have had the privilege of working with the journal's previous Editor, Robert Michael. I have had many valuable and positive experiences in our association - meeting and learning from a wide range of professionals, gaining new and important information about the special education field, and learning how to put together a journal of quality. For these experiences, I have deep gratitude for Bob both as a fine professional and as an extraordinary person. Happily, he continues to remain close to the journal as a Consulting Editor, as well as close to me as a New Paltz colleague. I want, in advance, to thank Bob for his continued assistance and sustained vision.

It is most exciting for me to have an opportunity to serve as Editor of *Perceptions*. With a talented National Advisory Board, a dynamic panel of new and continuing Consulting Editors and Contributing Editors, the journal brings together a wonderful coalition of professionals to make a significant contribution to the education of individuals with emotional disturbances and other special needs. Ralph Flood, an innovative and sophisticated practitioner, continues as Assistant Editor, authoring and editing his most useful column, From the Classroom. Finally, serving as Associate Editor is Michael Frazier of the Rhinecliff Union Free School District. Throughout his career, Michael has worked as a guidance counselor, teacher, assistant principal, and, currently, as a superintendent. His commitment to real quality for the lives of children is evidenced in his work and dedication. I am extremely pleased to have Michael working with *Perceptions*.

Our first effort brings articles dealing with issues of significance for educators. Michael Frazier presents a view of a special act school district. Mary Gehan Miller discusses the need for comprehensive community-based services. Joyce Rich's article focuses upon a work study program for students in a residential center. Shared leadership is examined from an experiential perspective by Steve Throne, and the final article deals with staff development for the special educator. In addition, familiar columns will appear: From the Classroom, and Current Issues in Special Education.

We trust you will find this spring/summer issue of *Perceptions* one of value. We welcome and look forward to hearing from you.

Lynn VanEseltine Sarda

LETTER FROM THE PRESIDENT

The 26th Annual ANYSEED Conference held in Buffalo was a resounding success. In spite of the financial crisis faced by both school districts and organizations like ours, the rank and file of ANYSEED rose to the occasion. Our strength and longevity can be attributed to the continued support of the membership and the unselfish work of a core of volunteers such as the Executive Committee.

Commencing on July 26, 1991, at Pinefield Children's Center in Utica, the officers for 1991-92 will be seated. I ask that you give them the same support and cooperation that I have enjoyed.

Rosario (Russ) Dalia
President

EDUCATION IN A SPECIAL ACT SCHOOL DISTRICT

by

Michael Frazier

Michael Frazier is the Superintendent of the Rhinecliff Union Free School District. He has been involved in the education of students with unique needs for nineteen years.

This article describes how a special act school district such as Rhinecliff Union Free School District (RUFSD) operates and what it is that makes such a school different from other school districts. RUFSD was designated a special act district in May, 1972, when the New York state legislature enacted a special piece of legislation, a special act. As a result of this special legislation, the on-grounds school at Pius XII Youth and Family Services, a private residential facility, would become a public school district to be known as Rhinecliff Union Free School District. The education of children in the care of Pius XII became a public responsibility, shared by the state and the child's county of origin. Until then, we had numerous instances where no one wanted to accept responsibility to educate these children, and that meant an unwillingness to deal with the problems they presented as well as an unwillingness to accept the financial burden. It was no secret that the kind of education these children needed, if that education were to be at all effective, would be expensive, and the districts were understandably reluctant to commit themselves to those kinds of costs. It was also no secret that the returns on those investments were sometimes not very good.

So until the special act was passed, we often found ourselves trying to persuade the home school district to sign a statement that they could not provide an education for a certain child. That was the only way we could be paid. No, they couldn't sign, many districts said, because they had a program for our students. Yes, the districts were right. There were classes, but none of our children would stay in them, and the attempts to persuade these students to stay in school were often less than aggressive or imaginative. At that time, most of our students had severe drug problems, and the argument we heard from some schools was that if only the students would discontinue the behaviors associated with the severe problems, then there would be a place for them in school. But we also knew that even if by some miracle this kind of transformation could occur over night, that these students had left indelible marks in some schools and as persona non grata, the wrong comment to the wrong teacher at the wrong time could lead to a very rapid suspension. For students genuinely trying hard to create a new image for themselves in school, trying to stay away from the crowd that they used to get into trouble with, suspension would actually be greeted with relief. It would be a confirmation that they really couldn't make it, that their low self-image was the right perception all along.

A student has suffered enormously before s/he comes to us. Education is the last thing on his/her mind. For almost every one of the students, education was at best a casual enterprise. More often, school has been the place where serious problems occurred, where courses were failed, where work wasn't done, where girlfriends were lost, where fighting caused suspension, where they were always at the bottom of the heap.

The first two people a new student sees in our school are the attendance officer and the guidance counselor. They want to test the student and place him/her in the right classes as soon as possible, but they know that their first task is to welcome the student, orient him/her to the school, and reduce test anxiety. This doesn't take long, perhaps fifteen or twenty minutes before the actual testing can begin, but interest in the student on the part of the staff, especially the first ones s/he meets, is critical. The students generally respond positively, even though many are scared about being in an institution and others are angry over the circumstances that led to their placement. A reassuring attitude on the part of staff helps enormously to reduce this fear and anger. I won't pretend that every one of the staff members is able to be reassuring all the time, since all of our staff are human and occasionally have their own fears and anger to deal with, but the tone is clearly there. It has to be if we are going to be effective, and the students notice it right away.

Our curriculum requirements are the same as those for every other secondary school in the state. At the same time, almost all our students are classified as handicapped, and we provide the kinds of programs needed by emotionally disturbed or learning disabled adolescents. Out of 115 students we had 19 last year who graduated from high school. They received local diplomas or equivalency diplomas. Those who received the local diploma had to complete that which other students in the state must complete as a minimum requirement.

Curriculum development, to us, is very important, and it has to be accomplished in a way that recognizes the importance of traditional content and the critical need for innovative approaches by teachers to keep students alive and engaged. One major area on which we have focused has been the development of an effective work-study program. We firmly believe that the best training for work is not just instruction in a particular job skill, such as masonry, electronics, or auto repair, though it is important and it has a value. But for our students, other things come first: punctuality, proper attitude, ability to understand and follow through on instructions, respect for authority, and the development of some basic virtues such as patience and perseverance. The acquisition of those attitudes and skills is what will really determine whether or not a student keeps a job once s/he gets it. Considering the increasing competitiveness in the job market everywhere, and the obligation of school districts to prepare future workers who will be at least adequate in the eyes of their future employers, it is important that our students develop these attitudes and skills. It has always been the goal of every teacher in our school to be especially concerned about teaching these attitudes and skills at the same time that they are teaching health, or keyboarding, or social studies, or writing. We have found it necessary for a work-study program to be concrete to be really effective. We have set up as many part-time jobs as we have been able to persuade employers to commit themselves to provide. Twelve part-time jobs in the local community may not seem like many, but that is 10% of our student body. The school's commitment in these situations is not only to set up the job, but also to make sure the right student is placed and that s/he arrives on time and is picked up on time every day. It is also our responsibility to provide support to the students and the employers. Finally, there has to be a strong link between the employment experience and our own curriculum, and the student has to complete his/her basic educational requirements. We are extremely fortunate to have a teacher who handles and does this exceptionally well. His first job, he finds, is to make clear to employers that their responsibility is to serve as active supervisors of some severely troubled and potentially acting-out adolescents. After that hard pill, the teacher finds out how much the employer can pay. By some miracle, he has been remarkably successful in finding appropriate work study opportunities for our students. In cases where a student has had to be terminated, the employers often ask the teacher to provide another student as a replacement. Establishing such a program hasn't been easy. It has required considerable administrative involvement and has challenged us to look at our responsibilities as educators from a fresh perspective. The hardest part for me has been to change something that had already been working well for something that could work better, but might also be a failure. Sometimes we have to take those risks.

We are also very much interested in teaching our staff and students to become computer literate. Our approach was to start with the administrative staff and require them to be able to use microcomputers to improve their efficiency as administrators. At the same time, many of our teachers have learned to use computers as tools to help them with instruction and record keeping. Each semester there is increasing integration of computer software into various curricular areas. We have found computers particularly useful in working with students with poor writing skills. The computer lab is one of the most popular places in the school, both during the day as well as after school.

Our overall behavior management program governs what happens to the students, both in the school and in cottage life. Each student is evaluated by every teacher every period and is given immediate feedback. We have an elaborate ladder-like system - we call it our phase-level system - and students start at the bottom when they arrive. At weekly staff meetings, teachers, child care, and other staff evaluate each student's performance during the previous week, and the team then sets goals for each student for the next week. A good indicator that the system works is that the students complain a lot about it, especially on Thursday mornings after the Wednesday evening evaluation meetings. The general consensus, however, is that while there might be some gripes about certain decisions, the system itself is a fair one. Students are viewed as individuals, and those who try hard to meet their goals move up and gain the privileges associated with those moves. Our emphasis in using this behavior modification system is to establish very clear expectations, then to hold students to those expectations. We emphasize the positive - and we are careful to be specific - we don't just say, "you did well," but rather, "we're happy to see that after all those difficulties you used to have in math, here's homework where you got 85% right. That's great!" The system also requires us to deal just as bluntly with failure to achieve goals, and sometimes these sessions are very painful - painful in the sense that they can be very emotionally draining for everyone involved. But the students are with us because of serious problems and the correction of problems begins with naming what we see and explaining why we cannot accept the behavior. If we didn't care about the students, we would let the misbehavior slide.

Some of the confrontations involve failure to do homework, using foul language, failure to remain on task in the classroom. The most serious confrontations have to do with a student's failure to respect another student or teacher as a person. These kinds of difficulties with peers as well as with parents and other authority figures are what most often led to institutional placement, and the only way the student will eventually leave us and not come back is if s/he can learn to deal successfully with other people. The Pius agency's clinical and child care staff devote a great deal of time and energy to correcting these behaviors, and our school teachers are a major part of that effort. But students slip and we learn that progress did not really occur and that we have to start again from the beginning with a particular child. Someone has to make the effort. Otherwise, these students won't have a chance.

The following poem was written by one of our students. It's called "A Child Has Grown" by Virginia Stewart.

A child has grown all alone.
She struggles to show how
Much she's grown all alone.
She had no mama to say good night,
Nor someone to sing her a lullabye,
Nor someone to squeeze her so tight.
Her story I tell about this child
Will have you thinking for a while.

Mama gave her away because of dope.
Daddy, well, he brings no hope,
He was another one involved in dope.
The child had to grow all alone,
She had no time to sit and moan
Nor time to feel pity or sorrow for
Anybody.
She had to bring herself from the pits,
To show everybody she was a great hit.

But one day mama comes by,
Try to sing her child a lullabye,
And try to get a chance to love her
Child.

The child said to mama,
Why have you come to sing me a lullabye
Since you used to prefer to get high.
Oh, what happened to Daddy,
Did he remarry,
And is that why you come to me
Because you feel lonely?
Mama if you ever told me you loved me,
I'd know you're a liar.

Because you said that to Daddy and
Every Tom, Dick, and Harry.

I know it's wrong to talk to you like
This,
But you never even gave me a kiss
So miss, I put it like this,
I made it on my own,
And I hope you notice I've grown.
I gave a little and got a lot.
I hope I'm proving to you that I prospered.
What have you got to show,
You've been hanging on a curb,
Selling that herb.
Mama, here's some money,
Hope it'll do you some good.
I can't wait around,
I got to keep on the move.
Mama, try to get the same groove,
Hope you make it to the top
Because let me tell you,
From now on I'm on the move non-stop.
I won't forget where I came from,
I'll go back to show the rest,
How they too can make it to the top.

The best thing that could happen to education in New York State is that there would no longer be a need for special act districts. It certainly sounds like a heresy for me to suggest that my own school be closed, and it certainly isn't the best way to preserve my own job. What I mean is that I'd like to see a reduction in the number of students who have to be placed outside their own district to receive the education they need. That will only occur if individual districts can develop the kind of flexibility needed to accommodate and change the behavior of our most severely disturbed adolescents. I frankly don't see this happening in the near future, and while a district's ability to generate revenue should help speed the process, I think it may be more likely to happen in poorer and smaller rural districts first if it happens anywhere. There is a sense of community there, and it is only this sense of community that could persuade a district that it may have sufficient internal resources to handle its most difficult problems.

Fortunately for Rhinecliff and other special act districts, the population that needs services we provide is increasing. At a time when enrollments have gone down elsewhere, we rarely have an empty bed. I think it will remain that way for a long time, if the quality of services we provide is good. I honestly prefer not to be out of a job, and I would take heart also in knowing that we are doing a lot of good for a lot of good kids.

COMPREHENSIVE COMMUNITY-BASED SYSTEMS OF CARE EMOTIONALLY DISTURBED CHILDREN AND YOUTH

by

Mary Gehan Miller

Mary Gehan Miller is a special education teacher at St. Joseph's Villa Day Treatment Center in Rochester, New York. She has been involved in special education for nearly eight years, and she currently works with sixteen- to twenty-year-olds in an Option 3 classroom.

A problem of concern to educators, human service professionals and parents is the lack of comprehensive community-based systems of care for emotionally disturbed children and youth. When these children do receive services, those services are often segregated, isolated, fragmented, and incomplete (Young, 1990).

When a child needs more intense care, communities are not always able to offer this level of care within the child's home community. A child who becomes unmanageable in a district-based or BOCES classroom may be referred to a day treatment or residential program. If the school district does not have access to a community-based day treatment or residential program, the child may be referred to a program several miles from the home school district. Community ties may be severed, and the child's right to a program that would offer some degree of normalcy may be jeopardized. These two facts may raise questions about whether the least restrictive environment component of P.L. 94-142 is being followed.

Fragmentation continues if support services are not coordinated between agencies. Two examples of supports needed by parents working to maintain their children at home are counseling supports and generic community services such as recreational programs or respite services.

Counseling supports are needed by parents of emotionally disturbed children in district-based or BOCES classrooms. Parents are often referred to private mental health agencies for counseling services. Such referral puts additional stress on the family's time, energy and financial resources.

If the child is removed from district-based programs and referred to a more intense level of care outside the child's home school district, counseling supports are generally offered as part of the child's treatment program. The child's parents continue to expend time and energy above and beyond that required of parents of non-disabled children. Their travel time is increased due to the additional distance between the program and the child's home district. Often parents find themselves losing time from work and losing time with their other children so that they can keep counseling appointments related to their child's treatment program.

Hopefully, newly-placed students will begin to establish friendships within the new setting. This is no easy task considering the difficulty many of these children have establishing and maintaining relationships with peers and adults. While new friendships may be encouraging to parents and staff, they can be a hardship to parents who need to transport their child during off-school hours to a new friend's home which could be several school districts away. Parents may not be able to accommodate their child due to time constraints or lack of access to a vehicle. Again, this puts additional strain on the parent/child relationship and may prolong the treatment process.

Generic community services could help relieve some of this stress on the parents. These services - day and overnight camps, school activities, after-school activities and recreational activities, health and child care - facilitate participation in the community and should be available to families of children with various disabilities. However, due to the special management needs of children with emotional difficulties, such children are often excluded from community programs. Unfortunately, this exclusion narrows the families' social systems and leads to increased isolation (Salisbury, 1986).

In addition to the isolation that the child and the child's family may experience due to segregation from the mainstream, and the fragmentation of services, services for emotionally disturbed children and youth are often complicated by the multiple needs of families. The mental health needs of these children are critical, as are their needs for educational, vocational, and recreational opportunities. Their parents may also have strong needs, including housing, employment, medical and child care, and family counseling. As a result of these needs, families are frequently being serviced by various systems which may include education, special education, child welfare, juvenile justice, and mental health systems (Young, 1990). Parents often struggle with developing a working knowledge of the individual systems and have difficulty effectively working within and between individual caring systems.

The inadequacies of current mental health systems continue to be researched. A new category of mental health service called therapeutic case advocacy has been suggested as a more effective means of helping families meet their needs when caught between numerous caring systems.

Young (1990) explains therapeutic case advocacy as a multilevel model for interagency collaboration. This model acknowledges that an emotional disturbance occurs because of the child's failure to adjust to environmental expectations. When the child's environment is modified to meet the child's needs, the child's behavior will be less disturbed and the child can then begin to experience the success needed to begin a treatment process. Comprehensive care may be facilitated through the modification of environments, involvement of adults in each setting, and coordination of efforts between formal organizations and natural support networks.

The concept of therapeutic case advocacy includes a therapeutic case advocate. Knitzer (in Young, 1990) describes the advocate as:

> a spokesperson to help work with various agencies to get needed services delivered in an appropriate,

> coordinated and sensitive fashion ...
>
> It is more than case management because it requires not only knowing what services are available but also how to work with the various systems involved to ensure that quality services are provided (p. 118).

The needs of emotionally disturbed children continue to be researched through the efforts of the Child and Adolescent Service System Program initiated by the National Institute of Mental Health in 1984. Two researchers working in conjunction with this program are Stroul and Friedman. In their article, "Principles For a System of Care" (1988), they acknowledge that "there is broad agreement in the United States that comprehensive systems of care must be developed for emotionally disturbed children and youth" (p. 11). In addition, they recommend that these systems include a wide array of services to meet the multiple needs of families.

Stroul and Friedman offer two core values for consideration when developing and organizing systems of care. The first core value depends on the system being driven by the needs of the child and the child's family. The system must be child-centered, with the needs of the child dictating the types and mixes of services to be provided. The focus for this system of care is a commitment to adapt services to the child rather than expecting the child to adapt to current service options. This value requires acknowledging the dignity of the child and his/her family and the family's right to be involved in the planning and delivery of services. All too often, as Young (1990) reminds us, the services provided are determined by the facilities of the agency rather than by the needs of the child and the child's family. Stroul and Friedman (1988) also advocate for a commitment to preserve the integrity of the family whenever possible. They point out that intensive services that consider both the child and the child's family could minimize the need for residential treatment. The second core value for a system of care states that the system of care should be community-based in order to provide the least restrictive, more normative, environment.

Young's model for therapeutic case advocacy respects these core values. According to Young (1990), "the goal of this model is to create an individualized system of care which will surround the child and his family" (p. 120). The process involves 1) the child and parents as partners, 2) a sustained commitment on the part of the therapeutic case advocate's agency, 3) collaboration of two or more community agencies (p. 120).

The role of the therapeutic case advocate is essential to the success of this model. The advocate will help the child and the child's parents work together. The advocate will also speak for and with the child and parents to representatives of various organizations such as schools, clinics, juvenile courts, churches, and recreational programs. As Young (1990) states, "the purpose of advocacy in this model is to persuade other people to help out in a collaborative effort to design, develop and sustain a system of care for the child and family" (p. 122).

While it is heartening to discover that researchers such as Stroul, Friedman, and Young have formalized theoretical considerations for program development, there continues to be a great need for practical development and implementation of model programs which embrace the core values presented in this paper. Comprehensive community-based programs which provide a high degree of family support can only strengthen communities that consider the family as their basic unit.

This author would like to see a system of care such as the model described by Young (1990). It would seem as though assigning a therapeutic case advocate as soon as possible would facilitate services that are of a proactive and comprehensive nature. Proactive supports could in many situations reduce the need for the residential alternatives currently utilized by families in crisis. If support is offered as the child moves through the system of care, there may be less crisis.

In addition to assigning therapeutic case advocates to individual families, this author believes that there is a need for a public service campaign to educate communities about the unique needs and characteristics of this population. One of the biggest problems these children, parents and educators have to face is society's misconceptions of emotional disturbances. The fact that there are so few community supports offered to these families is indicative of the importance of a public awareness campaign that would address the special needs of this population. As a result of this campaign, communities may be more likely to acknowledge their responsibilities in this area and to put in place a comprehensive system of care that is integrated, coordinated and complete.

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I CAN MAKE A DIFFERENCE

by

Joyce Rich

Joyce Rich is the Community Service Coordinator for Pius XII Youth and Family Services, Rhinecliff Campus, Rhinecliff, New York. Over the past several years, Joyce has been involved in human services, approaching concerns, problems, and challenges with care and dedication. In regards to her commitment, Joyce states: It's there to be done, and I do it!

"I Can Make A Difference" has become the motto of the Community Service Program at Rhinecliff Union Free Junior High and Senior High School. This is a residential school with 120 students that provides both Regents and Special Education courses. The young people often come into the program because their home life has become so disruptive that they are unable to remain with their families. Many are court appointed. Varying degrees of emotional disturbance and learning disabilities are represented within this population. The residential care is provided by teachers, social workers, child care staff, and supporting services.

Prior to the inception of the Community Service Program on this campus, the agency administration began to question the value systems, or lack of a coherent value system, with which our students arrived and the impact of values they experienced during their term of residence. There was a strong impression that the values of the young people in our society are greatly influenced by the media, especially by advertising messages. In many advertisements, there is distinct allusion to the use of one's sexuality to obtain goods. More fundamentally, the message in so much advertising is that acquisition of goods is an end in itself and that life without these goods is less than complete. Perhaps a wiser and more stable head would understand the ludicrous unreality of the messages, but what is being perceived by young eyes and minds? Is there a subliminal message being retained? How does this affect decisions and behavior?

Above and beyond that influence was the fact that, for the most part, the population in question is from dysfunctional families with limited coping skills. Many students are also exposed to, or have lived in, the street culture. The dysfunctional family leaves one with a confusion of values and with coping skills that tend to be self-defeating. The street culture creates a value system that may be perceived as anti-social by society at large. This produces an atmosphere of exclusion and rejection which, in far too many cases, makes entry into a productive career extremely difficult, if not impossible.

This is not to say that these young people are either valueless or very twisted in their values. There are those who have had early religious or social education or a positive parental relationship when they were young. Sometimes guidance has been provided by grandparents. There is a strong indication, however, that all our students experienced coercive influences that have at times left them alienated and, as they themselves express it, with a "bad attitude problem." Their self-esteem is, consequently, at a very low level.

To look at this phenomenon comprehensively and postulate on what can be done about the situation and what and whose values should be emulated can be an overwhelming task. The administrative decision was to start slowly and to develop an awareness of the issues with both students and staff. It began with the display of framed message posters on the walls throughout the agency. One such message poster bears the picture of a runner jogging along a beach with the message declaring: Real winners are ordinary people with extraordinary determination (Argus Communications). Another shows two fighting roosters with the message entitled: Whose Job Is It? The poster goes on to say:

This is the story about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was asked to do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done (Argus Communications).

The next step was the presentation of a values clarification course for staff members. There were various exercises and discussions designed to provoke consideration of the operant values in one's own life. Values clarification issues were, on occasion, included in presentations at the staff in-service training sessions. Eventually, a values clarification group was started with students. By this time, the message blitz was in full progress.

To emphasize values messages and create an awareness of possibilities for community service, the proceeds from a holiday craft fair were given to local agencies. The students were informed that the funds they raised went to buy holiday baskets for families, goods for a food and clothes closet, and supplies for a soup kitchen. Thank-you letters from these agencies were posted for everyone to read.

There began to be a general push to provide an avenue for the students to explore and experience the results of values expressed through community service. The first opportunity presented itself in the form of the need for babysitters at the Marist College workshops for parents and providers sponsored by the Dutchess County Mental Health Association. It turned out to be a matching of complementary needs. They needed a service and we needed an opportunity to serve. The students were very happy to babysit, and they continue to look forward to such opportunities to broaden their daily contacts beyond other teens and agency adults.

During this stage of development, a search was made for community service programs in other high schools which could provide some modeling. It was discovered that the state of Maryland requires all school systems to offer community service courses and programs for elective credit. They have formed the Maryland Student Service Alliance.* They provided a draft manual for the curriculum, a book of readings, and a ten-minute videotape entitled "The Courage To Care, The Strength To Serve." Their program consists of three major components: action, preparation, and reflection. The Maryland materials proved to be beneficial and the video a touching introduction to community service on our campus.

When the stage had been set and time drew near to act, the position of the Community Service Coordinator was created. Articles were run in a local newspaper, and agencies that might need volunteer help were contacted. The action component fairly leapt into life. Two of the responses from the newspaper articles eventually resulted in the creation of two permanent sites. Many agencies, due to a limited budget, cannot function without volunteers, and those agencies welcome with open arms a regular and dependable source of help. As with the creation of any program, there are inevitable struggles. The commitment and support of the administration is invaluable. The dedicated attention of a coordinator is required to assure continued operation over slack periods.

There are currently three sites that comprise four trips a week: a local nursing home where the Corps members conduct the evening's recreation program for the elderly, consisting of games modeled after television programs; a psychosocial club for patients living in the community who have had emotional problems; and the BOCES tutoring program which helps mentally retarded adults between the ages of twenty and seventy. On occasion the Community Service Corps provides babysitting for public seminar attendees held by the Dutchess County Mental Health Association. Corps members have also assisted in food drives for a local food closet by organizing the collected food.

The reflective component has been slower in its evolution. In working with a student who was using the presentation of the Community Service Program to new staff members as a class project, a statement of purpose was composed. It reads that the purpose of community service on campus is TO PROVIDE AN OPPORTUNITY TO EXPERIENCE THE JOY OF MAKING A DIFFERENCE IN THE COMMUNITY AND TO EARN SELF-RESPECT. A group of students who have been in the program for a while are writing a journal of their experiences and reflecting on the benefits they feel they have received.

The therapeutic value of service cannot be overlooked. A person with low self-esteem tends to see him/herself as having very little worth, but in service s/he becomes valued by the one who is helped. For those who feel sorry for themselves for the unfair breaks they feel they have had, in service they learn to appreciate the fact that they have their good health and self-mobility. For those who are alienated, service pulls them into the circle of community.

The Community Service Program has become part of the treatment team process. Forms are completed for each student as s/he is reviewed, reporting the hours s/he has volunteered and the quality of participation. Service also gives the student an opportunity to use the academic lessons learned in school, the therapeutic issues discussed with the social workers, and the social skills impressed upon them by resident staff.

A program such as this is based upon the belief that young people have an abundance of energy, goodwill and creativity that can be directed toward the good of the community once the young people are provided the encouragement and opportunity to contribute. It is further believed that in the process of serving, they are given an opportunity to earn self-respect, learn various skills valuable in career selection and good citizenship, and are presented with evidence that they can and do make a difference in their community.

It is also hoped that the following goals will become a part of their experience: to develop awareness that there are needs beyond their own; to develop a sensitivity to their ability to help those in need; to learn the benefit of mutual respect; to experience the joy of being valued by those they have helped; to learn the value of teamwork; to learn leadership skills; to learn research skills; and to learn habits of good citizenship.

Originally there was a plan in place to provide awards as an incentive. A system of buttons for different levels of service was developed, with the earning of a school jacket with the words "Community Service Corps" on the front as the ultimate reward. What has been discovered is the veracity of Emerson's words, "He who does a good deed is instantly ennobled." While the Corps members look forward to the award dinners, they rarely ask about them. There certainly appear to be many more intrinsic rewards in operation here ... far beyond that hoped for in the conception of the program.

It has been a delight to watch the metamorphoses of the participating students as they become aware of their greater potential within a context of real need and appreciation. One young man who was known to have difficulty in completing one thought before jumping to another - as well as having a limited task orientation ability - was heard to make this empowering statement: I must be okay if I can help them (nursing home residents). A girl who came to the program with limited social skills and a "borderline" I.Q. found that she had abilities in the Community Service Corps. She began to show leadership qualities as she earned over eighty hours of service and became our star Corps member.

Students have said they enjoy getting away from focusing on their own problems. They have also related that they serve the elderly because they could be their grandparents, or that they serve because they hope that if they ever find themselves in a similar situation that there will be someone there for them.

Staff members always accompany residents on any assignment. They report that the students present themselves differently on a service trip because they are geared to serve others rather than competitively seek whatever they can get. Staff and residents alike report that they feel better after a service trip.

There are currently seventy-four of the 120 students who have been on at least one trip. Of these, forty have served five hours or more, and six have served over fifty hours. Computer records are kept of each student's participation, and monthly reports are posted. In the fourteen months of the program's operation, the volunteer hours have accumulated to 1,348.

The community has been overwhelmingly positive in its response to the efforts of the Rhinecliff High School Community Service Corps. We have learned much from this first year, but most importantly, we have learned not to underestimate the capacity for hard work and caring of our young people. They surpassed expectation and are poised and ready to teach us more.

Resources

Argus Communications, Division of DLM, Inc. 200 Bethany Road, Allan, Texas 75002.

* Maryland Student Service Alliance. Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201.

WORKING TOGETHER:

Service provision to children with emotional disturbances includes many people working together in many different roles. Classroom workers; transportation providers; cafeteria, custodial, and office personnel; administrators; psychological and social service staff; and families are but some of those involved in programs for children with emotional disturbances. In each issue, *Perceptions* will feature a piece by a person from one of these roles, in a continued effort to present a comprehensive view of the education of individuals with emotional disturbance.

Trust: the Essential Component For Shared Leadership In Schools

by

Steve Throne

Steve Throne is Director of Special Education in the Beacon (New York) School District. In addition to working in the public school domain, Steve has also had many years experience in non-public programs for special needs students. He presents an administrator's view of sharing decision-making.

There are times in our lives when a special event will occur that provides the foundation upon which a life principle develops. One such event happened to me in 1975. After accepting a position at SUNY, Brockport, we moved into a farmhouse just outside the town of Leroy. I felt rich, for the position paid the hearty sum of $10,000, but every cent had been spent in the process of relocating. My first paycheck would not arrive for a week. I ventured into Leroy hoping to find a store owner who would permit credit. Entering into the town market, I discovered a person who espoused a philosophy I have never forgotten ... "A person is only as good as his word, " he stated. "I'll give anyone who walks in my door $25.00 credit. If he doesn't pay, then I never want to see him again. I consider $25.00 to be a cheap investment to discover if someone can be trusted."

Trust has always been difficult for me. It seems those times I have felt betrayed are more clearly remembered than those that worked out. I believe it is common for administrators to accept a need to control the workings of a school, believing that any problems or mistakes will ultimately fall upon their shoulders. During the first years of my administrative career, there were few staff members to whom I would give absolute trust. I personally needed to monitor everything which occurred. Delegating responsibility was something which could only occur in an extreme crisis during which I literally was forced to be in two places at once. Within this overworked insanity, I found comfort in the fact that the lifeblood of the school was at my fingertips at all times. In those days I would have classified myself as a benevolent dictator.

In the mid-80's, articles on shared leadership received high priority in education journals. Coincidentally, though I hate to admit it, my circuits began to overload in an effort to monitor daily events in the various school programs for which I was responsible. I had developed a core staff of eight who had worked in the school for three years or more. Some had been vocal in wanting input into decisions. Grudgingly, the concept of a curriculum committee formed in my mind. Presenting this to the staff did not bring the intended results. Two volunteered to be on the committee. I had hoped for seven. When questioned, people were clear in the desire to accomplish more than the selection of a particular math book.

It was back to the drawing board, ever fearful of opening up a can of worms. One week later I presented the concept of a Program Review Committee. This committee would be comprised of eight: psychologist, a special area person, classroom teachers, and assistants. The prerequisite was a minimum of three years or more working in our program. Membership was voluntary. Meetings would be held after school and minutes would be taken.

The purpose of this committee was to discuss problems in the education program. By design, problems could be presented by any committee member. Any staff member could present a problem to a committee member who would then present the concern at the weekly committee meeting. Two topic exclusions were personal and personnel matters. The committee would elect a chairperson and a secretary. The chairperson and I would meet weekly prior to the committee meeting to review the agenda and discuss administrative perspectives relating to specific agenda items.

Presentation of the Program Review Committee concept brought many questions. Some doubted my ability to take a back seat. I had the same doubts. Questions surfaced about parameters of problems which might be discussed. At first, my answers were not clear, nor were they consistent, for this was a new challenge I had undertaken. Sometimes the best answer was, "I'm going to try my best." Most people were satisfied and, after one week, ten staff had volunteered for the committee. I chose eight, basing my decision on seniority and position. It was extremely important to provide the means for a comprehensive discussion of any issue by appointing staff who worked with different aspects of our population.

The group's first action was selecting a chairperson and a secretary. Two co-chairpersons were selected: a school psychologist and a special education teacher. This proved to be an interesting experiment, for at times there was disagreement within the group. A teacher assistant was selected as committee secretary. A binder containing minutes developed. Each committee member received a copy of the minutes of each meeting.

The committee was responsible for discussion of a problem, recommendation of possible solutions, and development of methods of implementing solutions. The committee did not have a separate budget. There was no reimbursement for extra hours.

During the first few months, many questions surfaced which tested everyone's patience. The concept of the program review committee was not as easy to implement as we had hoped. Some staff tried to use the committee for grievance sessions. Some believed topics were censored. Some thought the group was limited to discussing administrative concerns.

One primary responsibility which the committee voted to undertake was the rewriting of the program handbook. The handbook had been a collection of procedures developed out of crises. The committee began to review each procedure, many of which were discarded. With an eye to developing a handbook which would explain both the perspective and function of a particular procedure, the committee began its year-long task.

Nine months later, the result was a source of pride. The table of contents was a gem. The group had grown into an extremely cohesive unit, working out internal problems while discussing programmatic issues presented by other staff. At times, I would attend a meeting at the committee's request to clarify a particular issue. One result of this task was staff involvement in long term programmatic decisions. As the years went by, some staff left the school program, or resigned from the committee. The remaining members would request volunteers and select a replacement by majority vote.

An extremely difficult undertaking was development of an AIDS curriculum to be used at several different sites. The AIDS curriculum was coordinated with the existing health curriculum. Instructional notes were developed for teachers, and IEPs included the newly created curriculum. Another product of the committee was the implementation of a school-wide social skills program. A concern was voiced that a formal social skills program was necessary for each classroom. The committee agreed, and programs were previewed. Three marketed programs were selected to be piloted in each of three classrooms from January through June. Two of the programs were then chosen and purchased for each of ten classrooms.

Other responsibilities of the committee included defining training needs and workshops desired by staff, revising the school-wide behavior modification system, organizing bulletin board contests, and coordinating an annual science fair. Three members of the committee volunteered to serve on a hiring panel, holding second interviews with a potential staff member. This panel was committed to continuity of excellence and would not recommend a questionable replacement.

The Program Review Committee accomplished much more than one over-involved individual could ever hope to achieve. It provided the opportunity for staff to buy into program development. Pride was evident in each committee member for the group's accomplishments. The school program developed from leadership by one to committee rule. All staff voices could now be heard, for a defined, accepted program existed. Decisions were not made behind closed doors by a select few.

Questions frequently surface about reimbursement and budgets in schools that are beginning to initiate shared leadership. Payment for one's time seems secondary to accepting responsibility for the future direction of the school. In our school there were no resources for reimbursement to staff for attendance at after-school committee meetings. The reward was the development of what eventually became a nationally-recognized school, having a fine tuned, predictable program. Far more important than external recognition was the realization that the children were the primary beneficiaries of our endeavors. As the program became more effective, the children would reap greater benefits. In its simplest form, this is the essence of education. The Program Review Committee exemplified the essentials of education reform, for the staff in the trenches defined needs, developed solutions, and sold the ideas to their colleagues.

THE IMPORTANCE OF STAFF DEVELOPMENT FOR THE SPECIAL EDUCATOR

by

Lynn VanEseltine Sarda

Lynn VanEseltine Sarda is Director of the Mid-Hudson Teacher Center, a staff development agency serving forty-six schools and agencies in a three county region of New York state. A veteran special educator, she has appreciated the benefits of professional growth throughout her career.

Literature about both special education and regular education frequently addresses the issue of satisfaction with the role of the educator. Teacher burnout, job turnover, early retirement, second careers, and other such topics are discussed, with an attempt to identify characteristics that are 1) negative, or detract from the job or 2) positive, or attract to the profession. Even when working in a highly-populated setting like a school, individual teachers may feel isolated, alienated, misunderstood, devalued, powerless, and frustrated. Such feelings may lessen initial positive feelings of enthusiasm and commitment (Levine, 1989). Common descriptions of workers within schools include "being on the front lines" or "being in the trenches." One educator recently characterized feelings of isolation as not merely being in the trenches, but being in individual foxholes.

In an attempt to attract and retain good teachers in the profession, staff development initiatives at both preservice and inservice levels must address the needs of adults as lifelong learners. Principles of adult learning need to be considered as teachers-in-training prepare for the field and as current practitioners continue teaching. The university or college culture along with the school culture need to be examined in terms of promoting adult growth within their organizational frameworks. Levine (1989) points out the importance of adults working with one another in productive, meaningful, collegial ways that mutually support increased knowledge about teaching and learning. Such collegiality may lessen feelings of isolation and devaluation.

Adult learning principles suggest that adults appreciate a degree of self-determination about their activities, leading to self-actualization. Orlich (1989) cites Knowles' recognition of the importance of considering andragogical elements which can be identified and applied: adults recognizing felt needs for growth; adults identifying, designing, and conducting experiences; adults perceiving congruence between a felt need and subsequent experiences to address that need; and adults applying new knowledge in relevant ways.

A significant feature of staff development can be the opportunity for educators to identify for themselves areas, topics, and experiences that are of interest to and needed by them (Levine, 1989). Feelings of powerlessness may be diminished if appropriately designed follow-up activities are provided. Other features are planning ways to respond to identified needs, and ensuring that the planning includes the individual(s) involved (Orlich, 1989).

Many regular educators, though working frequently with large groups of students, attempt to design instruction so that it best meets individual needs. For the special educator, identification of individual learner needs is a requirement of the Individualized Education Plan (I.E.P.). Reflection on those individual needs and interests is a valuable practice applied to designing objectives, activities, and programs for special needs learners. To translate that ability to the professional or adult's life is a critical next step.

In the classroom, special educators frequently bring groups of students together to design and carry out learning experiences. To translate that to an adult collegial experience is also a logical step. Special educators, in their work with children, are using many of the techniques to promote growth that may be appropriate for themselves.

Aside from identifying needs and interests, and planning programmatic responses, educators can provide meaningful experiences to one another. Many special educators have changed their practice base from deficit identification and treatment to identification of strengths and competencies of their learners. A similar direction has been suggested in staff development by having educators recognize their own knowledge and skills and building upon them, while at the same time serving as professional resources (Smylie & Conyers, 1991). The diverse expertise of adults in schools can be tapped for use in staff development programs. Educators themselves may hold some of the most rewarding answers for the questions of others. In special education, some practitioners may be using management techniques that could be shared in a beneficial manner with others. Teachers may be conducting research - trying out in a planned fashion new ideas, materials, and approaches to ascertain their effectiveness - and that research may be of help to others. Teachers may be studying the literature for new information about the diverse needs of their learners, and that knowledge can be valuable for others. Special educators may have attended conferences in the field, and that experience may benefit colleagues. Each of these possibilities exemplifies the worth of the educator, helping to sustain and, indeed, replenish self worth. Designing opportunities for educators to share with one another is a vital part of staff development.

Following the needs assessment, staff development opportunities frequently take the form of awareness level workshops. The purpose of such sessions is to make teachers aware of new issues and practices. Awareness level workshops may be proactive; that is, their topics may not be recognized as a felt need by educators, yet some individuals have perceived their significance. Awareness level sessions give the educator a brief look at a topic, and such sessions may lead to more sustained training.

The value of "over time" sessions is addressed in the literature (Joyce & Showers, 1988). Teachers need a chance to ingest new information, to try out ideas, to examine practicality, and to evaluate results. With sessions occurring over a many-week period, there is opportunity for application and examination. There is

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opportunity to form follow-up support or focus groups where mutual concerns may be aired. Evaluation is continual, with individuals in peer groups assessing the worth of their actions. Evaluation may focus upon effectiveness of techniques in the classroom, the worth of a program, the contribution to personal/professional growth. Evaluation becomes on-going and integrated into practices and perceptions. Such self-evaluation reaffirms the teacher as researcher, the teacher as a peer coach, and the teacher as a lifelong learner.

An Example

The maturation of a staff development program can be seen in the following example. A few years ago, an area teacher center ran a few single-session, teacher-conducted workshops on whole language, with an emphasis on making books with children. This hands-on approach had great appeal for the participants; and the workshops, at the request of teachers, expanded from single sessions to three-part sessions. All dealt with making books, but in a wider range of content areas, with a larger variety of materials, and a broader range of age groups. These were followed by workshops on theoretical bases of whole language and current research; again, these were taught by practitioners. Next came sessions on using whole language throughout the curriculum and at various age levels. The teacher center collaborated with a local reading council and established sharing groups where educators gathered to talk over ideas and problems as well as share materials. The center also collaborated with a local university, and a credit-bearing graduate course on whole language was offered. Finally, teachers asked for training on evaluating the effectiveness of whole language in their classrooms. On-site sessions were scheduled. By looking at the evolution of whole language learning opportunities in this region, it is possible to see how a responsive program grows with its participants.

Basic formats may be elaborated upon to provide staff development to an increasingly sophisticated staff. Building a level of awareness may occur through single-session workshops or conferences. Institutes and clinics may provide more intensive or long-range work (Orlich, 1989). Formats also may include short courses, intensives, or traditional semester-based credit-bearing courses. Through follow-up focus groups to advanced credit-bearing study, staff development changes as do the needs, interests, and competencies of its participants.

Opportunities For Staff Development

Opportunities for staff development are provided by many agencies. School districts, Boards of Cooperative Educational Services, and professional organizations all may offer staff development programs. Special educators who are close to such facilities may have great diversity in programs available to them.

Teacher Centers, which base staff development programs on the identified needs, interests, and talents of educators themselves, often provide staff development offerings in the schools where needs and interests have been identified. The site has the opportunity to introduce and perhaps eventually inculcate the training into its culture. Feelings of ownership (but not territoriality) may develop, and integration of the experiences into the lives of educators may occur. Through decentralization of staff development, control of those experiences may be shared among school participants - teachers, administrators, and others (Smylie & Conyers, 1991).

The Special Educator

For the special educator, staff development offers an opportunity to identify needs, interests, and talents. Feelings of isolation may be alleviated through collegial, non-judgmental experiences. Frustration may be diminished as the practitioner becomes familiar with current research and new approaches for working with students with special needs. Self-worth may increase as talents are discovered and appreciated by others. Special educators use for themselves many of the practices they already apply with their students: identifying strengths and needs, designing varied group learnings, providing learning experiences over an extended period of time, elaborating upon learnings as competence builds, and providing follow-through and non-judgmental evaluations of growth. Special educators can design and participate in staff development experiences with great value.

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FROM THE CLASSROOM

In order to provide an opportunity for practitioners to share successful instructional strategies with one another, *Perceptions* will publish a regular column that focuses upon ideas from the readers.

Submission should be on 8-1/2 by 11 inch paper, typed, double-spaced. It should include:

purpose of the idea, or materials;
age group recommended for use;
description of how idea, activity, or materials are used;
and the potential benefits of the idea, activity, or material.

Submission should also include submitter's name and address, affiliation, and position.

Send ideas for "From the Classroom" to:

Ralph Flood
Assistant Editor
Reservoir Road
Wallkill, NY 12589

Ideas That Work For Teachers

compiled by
Connie and Ralph Flood

An Easy Newsletter

Want to communicate with parents but find classroom newsletters time-consuming and complicated? Here's a simple way.

Send a monthly calendar home with the children. List important events such as upcoming parent conferences, half-days of school, holidays, parties, field trips, standardized testing, etc. You can also include tips to reinforce content areas and skills which will be developed during the month. Phone numbers (such as main office, etc.) can be added in one corner or at the top with times that you can be reached in another corner or at the bottom.

Tots-N-Us Nursery School
Newburgh, NY

Discovery Tables Promote Exploration

Want to encourage independent exploration? Try setting up a "Discovery Table."

Set up a desk or a table in one corner of the classroom. Place something on the table which reinforces a concept that you are working on during the week. An example would be placing magnets on the table with objects made of wood, iron, plastic, and other materials. Encourage the children to spend some time at the table by having adults there to interact with the children (older children from other classes could also serve this purpose). Younger children could have their results recorded. Older children coul record their own conclusions. Change the activity at least once a week.

Surprise a Parent with a Positive Phone Call

We often contact parents only when things are going wrong. Wouldn't it be nice to contact them when things are going right?

Take a moment now and then to call parents and let them know that their child has improved in some academic or social area, or that you find something very special about their child. Don't wait for some spectacular event and don't wait for the next conference that might be weeks away. A short, pleasant conversation of a couple of minutes can go a long way to creating a positive bond.

Is That Possessive Noun Singular or Plural?

Ever try to teach the difference between singluar and plural possessive nouns? If so, you have probably experienced kids looking at you as if you had two heads when you asked them to tell you if a possessive noun was singular or plural. Next time you are faced with this task, try this technique.

Write singular and plural possessive nouns on the board. Draw a box around the word, up to the apostrophe. If the 's' is outside the box, the noun is singular. If the 's' is inside the box, the noun is plural. (This works for all nouns that are made plural by adding an 's'.)

The dog's friends are home. $\boxed{\text{dog}}$'s (singular)

The dogs' friends are home. $\boxed{\text{dogs}}$' (plural)

Mary LeBlanc
Ostrander Elementary School
Wallkill, New York

Sequencing That Is Fun

Visual sequencing activities can get predictable. When this happens, kids get bored. Try this.

Glue comic strips on oak tag and cut them apart. Have the kids arrange them in the correct order. Better yet, have the students take apart the comic strips and give them to you to arrange in the correct order, and then the class can check your work.

Past Editor of Perceptions, Robert Michael, at work.

Associate Editor, Michael Frazier, with current Perceptions Editor, Lynn Sarda.

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CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a Special Education Training and Resource Center (SETRC) trainer with Ulster County Board of Cooperative Educational Services. She has been working in the field of special education for the past fourteen years. Her column, Current Issues in Special Education, appears as a regular part of *Perceptions*.

Regulatory Amendments in Special Education
New York State

The two recent amendments to the Special Education Regulations of the Commissioner, Part 200, are, in part, a response to the state's fiscal crisis. Included in the Regents local cost reduction opportunities is a change in special education class size and the I.E.P. process.

Effective March 26, 1991, the maximum allowable class size for students with disabilities went from a twelve pupil, one teacher ratio (12:1) to a fifteen pupil, one teacher ratio (15:1), in a self-contained setting. This amended regulation applies to classes operated by school districts, Boards of Cooperative Educational Services (BOCES), and approved private programs. It does not apply to state-operated and state-supported schools. This change does not require that the aforementioned facilities move to a 15:1 class size, only that the option is there to increase the number of students in the self-contained setting that previously used the 12:1 as the maximum.

A new class size option has been added to the continuum in the form of eight pupils, one teacher, and one paraprofessional (8:1+1). This setting has been designed for pupils with intensive management needs who require a significant degree of individualized attention and intervention; however, special classes comprised solely of pupils with autism must continue to maintain the six pupil, one teacher, and one paraprofessional (6:1+1).

Any change in a student's special class size is considered a change of program and must be initiated by the Committee on Special Education (CSE), with all of the guaranteed due process for parents and students, including assurance of program pending in the event of an impartial hearing.

The State Education Department will be conducting open hearings in regard to this amendment during the spring of 1992 and 1993.

The second amendment to the Part 200 Regulations which was adopted by the Regents and became effective April 30, 1991, is the single stage Individual Education Program. This new process eliminates the need for a Phase II planning conference, as it incorporates the short-term instructional objectives into the Phase I meeting with the CSE. The single stage I.E.P. will reduce the number of meetings for teachers and other professionals during instructional time. Additionally, this regulatory change brings New York State procedures closer to the Federal Regulations.

The State Education Department's Office For the Education of Children With Handicapping Conditions has given the following assurances:

- the special education system will stay intact;
- any changes will not affect grouping by needs;
- there will be no effect on the concepts of a free appropriate public education (FAPE) and on the least restrictive environment (LRE);
- New York State will comply strictly with Federal requirements.

At this time, no other legislative or regulatory changes in special education have been enacted, although there are proposals pending. Local SETRCs will be advised of all changes and will be available to provide training and technical assistance.

Did you know that ...

- ANYSEED is in its 26th successful year?
- Its journal, *Perceptions*, is one of few journals devoted to the needs of the educational practitioner?
- *Perceptions* is read by educators in over 35 states?
- *Perceptions* is a highly successful journal devoted to the education of students with emotional disturbances?

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CALLING FOR STORIES

In a future issue of *Perceptions*, the editors would like to focus on STORIES. The intensity and value that a person's stories may have is evidenced in Robert Coles' book, *The Call Of Stories*. We hope to compile a collection of stories - from professionals, from parents, from students, from children - that capture important experiences in people's growth. If you have a story - how you entered the profession; or a meaningful, sustaining experience in your worklife; or how you have learned to deal with the stress, demands, and joys of being with individuals with emotional disturbances - please submit it to us for consideration. If you have student's writings with which you are both pleased, or student's artwork, please obtain a release and send them to us for review. If you are publishing collections of writings in your school or agency, perhaps you would submit an article describing that process. Submission results in careful consideration of the document, but not necessarily in publication. Join with us in celebrating STORIES.

Please send submissions to: Lynn Sarda, Editor Perceptions, Old Main Building 212, State University College at New Paltz, New Paltz, New York 12561. Thank you.

The ANYSEED Executive Board has established four awards which have been presented at the annual conference. Any current members of ANYSEED may nominate individuals for these awards.

CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor an outstanding special education student, school or agency.

STEVEN J. APTER AWARD

The Steven J. Apter Award is presented to an outstanding individual in the field of special education. Nominations will be accepted for individuals who have made significant contributions in such areas as research/scholarship, leadership, professional achievements, and commitment to youths with handicaps.

EVERETT KELLEY VOLUNTEERISM AWARD

The Everett Kelley Volunteerism Award is presented in recognition of the spirit of volunteerism. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education.

TED KURTZ TEACHER ACHIEVEMENT AWARD

The Ted Kurtz Teacher Achievement Award is presented to an outstanding educator in the field of special education. Nominations will be accepted for teachers who have made a significant contribution and have shown commitment to individuals with handicaps.

To nominate an individual or agency, please send the following information:

Name of Award:
Name of Nominee: (student, school agency)
Address:
Telephone Number:
Submitted By: (Name of ANYSEED Member)
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Biographical Sketch: (student)
Historical Background: (school/agency)
Program Goals: (student/school/agency)
Achievements: (student/school/agency)

Attach two letters from educators or professional affiliates to illustrate merit and/or program commitment.

Send nominations to:
Susan Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

27th ANNUAL ANYSEED CONFERENCE
Marriott Windwatch Hotel, Hauppage, NY - March 20,21,22, 1992
- CALL FOR PAPERS SUBMISSION FORM -

WANTED: Presentations by teachers, university professors, administrators, trainers, researchers, psychologists, social agencies, child care workers, and other persons involved with programs for emotionally disturbed students.

BE SURE TO SEND:

________ Original and a copy of completed form.

________ Two copies of workshop description (100-150 words) to be included in conference program brochure. Include FULL TITLE, PARTICIPANTS NAMES and TITLES and SCHOOL or PROGRAM.

________ Two copies of a 500-word summary to be used in the BRIEFS column in the ANYSEED publication, *Perceptions*. Summaries should be presented in a format conducive to being reprinted in a journal. ANYSEED reserves the right to edit articles. Submission of this form constitutes permission to reprint this summary in *Perceptions* and/or other ANYSEED publications.

________ One self-addressed, stamped envelope.

________ One 3x5 card for each participant. Each card should include the participant's name, title, school/program, home address, home phone number, work address and work phone number. Also, please include any other biographical information to be included in the conference brochure.

RETURN TO: **Mr. Robert Alken**
123 Litchfield Ave.
Babylon, NY 11702

PLEASE CIRCLE THE DAY AND TIME THAT YOU PREFER TO PRESENT:

March 20 A.M. P.M.
March 21 A.M. P.M.

ANYSEED Conference Committee assigns workshops based on several criteria. The committee will make every effort to respect your preferences. If you are unable to present during a specific segment of the conference, please note that here:

WORKSHOP TITLE: ________________________________

WORKSHOP PARTICIPANTS: ________________________________

CONTACT PERSON:
Name: ________________________________
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SUBMIT YOUR PROPOSAL EARLY
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Contact one week prior to conference with preregistration numbers: ____ No ____ Yes

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________ ED/LD Blend
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________ Adolescent
________ Elementary-aged Children
________ Early Childhood
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________ Public School Setting
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ALL AUDIO-VISUAL EQUIPMENT MUST BE PROVIDED BY PRESENTERS. ANYSEED cannot supply any equipment. We will, however, provide information on rental of equipment for presenters from outside the Hauppage area. Please check if you require a room with special requirements:

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-FOR CONFERENCE COMMITTEE USE ONLY-

Date Rec'd: ____________ Date Com. Reviewed: ____________
Accepted: ____________ Rejected: ____________
Day: ____________ Time: ____________
Workshop Letter: ________ Room: ____________
Confirmation/Rejection Letter Sent: ____________
Other Correspondence: ________________________________
Special Notes: ________________________________

- DON'T BE LEFT OFF THE PROGRAM - SUBMIT PROPOSAL EARLY -

NOTICE – NOTICE – NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this quarterly publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each quarterly issue.

Subscription requests will be accepted in any year to commence with the Fall issue. Non-members wishing to subscribe should complete the following form and return it with their remittance.

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Advertisements in the quarterly journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	$75	$125	$200
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READ ANY GOOD BOOKS LATELY?

The editors of *Perceptions* want to know what you've been reading concerning exceptional children, student and teacher behavior, classroom management, emerging issues and best practices, action research, and other interesting topics in special education. Send us your recommendations, and we'll publish the listing in future issues of *Perceptions*.

LETTERS TO THE EDITOR

Letters published in *Perceptions* do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its publication. Considerations include space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of *Perceptions*.

Letters should be sent to:

Lynn VanEseltine Sarda, Editor *Perceptions*
Old Main Building Room 212
State University of New York
New Paltz, New York 12561

OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information to be reviewed for publication for ANYSEED members who wish to visit:

Name of School/Agency
Address
Contact Person
Telephone Number (include area code) and best time to call
Programs that could be viewed

Please be aware that any such recommendation should have prior approval of your school/agency administrator.

SUMMER READINGS

If you are looking for some summer reading, the editors of *Perceptions* would like to offer the following professional titles. You may find that the selections are relevant, thought-provoking, controversial, and/or substantive. We hope you will find them interesting.

ACHIEVEMENT TESTING IN THE EARLY GRADES
edited by Constance Kamil

MAINSTREAMING: IDEAS FOR TEACHING YOUNG CHILDREN
by Judith Souweine, Shiela Crimmins, and Carolyn Mazel

SCIENCE AND YOUNG CHILDREN *by Bess-Gene Holt*

YOUNG AND OLD TOGETHER *by Carol Seefeldt and Barbara Warman with Richard K. Jantz and Alice Galper*

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WHY DO WE GOTTA DO THIS STUFF, MR. NEHRING? *by James Nehring*

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PEOPLE SKILLS *by Robert Bolton*

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by Jonathan Kozol

THE WHOLE LANGUAGE EVALUATION BOOK *edited by Kenneth S. Goodman, Yetta M. Goodman, and Wendy J. Hood*

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IS THERE NO PLACE ON EARTH FOR ME? *by Susan Sheehan*

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by Merle Froschl, Linda Colon, Ellen Rubin, and Barbara Sprung

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by Andrea Butler and Jan Turbill

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WHEN WRITERS READ *by Jane Hansen*

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by Nancy Schniedewind and Ellen Davidson

EARLY LITERACY
by Joan Brooks McLane and Gillian Dowley McNamee

Perceptions

Volume 26, Number 3 Spring, Summer 1991

A Quarterly Publication of Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

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Perceptions

Volume 26, Number 4

FALL 1991

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

MAKING CHOICES

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Perceptions

A Publication of the ANYSEED

A Journal For Practitioners

FALL 1991
Volume 26
Number 4

Executive Editor
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The advertisements and views expressed in PERCEPTIONS are not necessarily endorsed by the general membership or executive board of ANYSEED.

Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Guidelines for Submission of Articles

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

title of article
name of author(s), affiliation
address(es) of author(s)
telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances.

Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

Lynn Sarda, Editor *Perceptions*
Old Main Building 212
State University of New York
New Paltz, New York 12561

CONTRIBUTING EDITORS

Myrna Calabrese
Ulster County ~~BOCES~~ SETRC
New Paltz, New York

RENEW YOUR MEMBERSHIP

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FROM THE EDITORS

During these critical times, county legislators, the state legislators, individuals, families, and educational institutions are becoming increasingly worried about the future. Pressures are mounting to reduce programs that cannot justify themselves as absolutely essential. At a time like this, we find ourselves faced with some difficult choices.

The education of children with disabilities is one of those mandated programs that has had some much-needed protection because of those mandates. We are all in a position to advocate the retention of such mandates, and we should do so. It is more important than ever for all of us to feel that the educating of children with disabilities is the right thing to do. In a climate of uncertainty and too-frequent negativity, there is not only a lot of room for optimism, but a greater need for it than ever.

In this issue of *Perceptions*, we are examining choices ... choices which affect our lives in the broad professional arena and our lives in our classrooms and schools. In her article, Lorraine Taylor presents competencies identified as important for those working with individuals with emotional disturbances. Dr. Taylor includes a questionnaire through which readers may indicate their choices about needed competencies in the field. Mary Anne Prater, Sherry Plank, and Sidney Miller examine instructional strategies; their discussion evidences the importance and effectiveness of careful and appropriate pedagogical choices. This *Perceptions* issue includes information about the Annual ANYSEED Conference, "More With Less: Educational Excellence With Diminishing Resources." The conference will deal with critical and timely issues and choices surrounding the education of special needs learners. Finally, included at the end of the issue is a Readers' Survey, the purpose of which is to encourage *Perceptions* readers to let us know what they choose as topics and issues of interest. By sharing ideas and energies, by working together, ANYSEED members can continue to demonstrate educational commitment, excellence, and advocacy that benefit learners in remarkable and essential ways.

Lynn VanEseltine Sarda and Michael Frazier

A MESSAGE FROM THE PRESIDENT

What is the difference between a conduct disorder and a behaviorally-disoriented child? How about a pervasive developmental disorder, attention deficit, hyperactive disorder, and autistic-like tendencies? Are the roots of these problems environmental, genetic, or a combination? Why does a psychiatrist recommend one approach while a social worker recommends another? What are the New York State Board of Regents and the New York State Legislature establishing that could affect the educational system? Educators of children with emotional disturbances are constantly bombarded with these questions, not to mention the problems of dual diagnosis!

You might not have needed or used ANYSEED in the past, but with the wide range of increasingly complex issues facing us, ANYSEED serves as a centralized focal point to review the latest concerns, methodology, and approaches in educating our children.

We need you, however. We need people to volunteer as area liaisons to disseminate and collect information. Before ANYSEED formulates positions on controversial issues and raises them in the state legislature, we need input from the people that count: those who deal with children every day.

The Readers' Survey in this issue is our attempt to elicit feedback from you. We have to know what you feel. Don't wait - complete the survey and return it to us as soon as possible. (If you are interested in being an area liaison or ANYSEED representative, please indicate that on the form.)

This non-profit organization consists of volunteers who are concerned for the future of the education of individuals with emotional disturbances.

James Burke, ANYSEED President

COMPETENCIES NEEDED BY TEACHERS OF EMOTIONALLY DISTURBED/ BEHAVIOR DISORDERED ADOLESCENTS

by

Lorraine S. Taylor

Dr. Lorraine Taylor is a Professor at the State University College at New Paltz, New York. She has worked in the field of special education as a practitioner and as a teacher trainer.

Programs for seriously emotionally disturbed/behaviorally disordered (ED/BD) adolescents often face the problems of high attrition and a shortage of teachers (Grosenick & Huntze, 1980; Grosenick et al., 1991). It is reasonable to assume that these problems may be due to a lack of specific training for teachers of this population. At the secondary level, the situation can be more acute because teachers need competencies related to the organization of regular secondary programs and content area preparation in addition to special education. In states such as New York, for example, all students with disabilities must have access to the regular curriculum (Part 100 Regulations); even in the more restrictive settings, such as residential programs, the regular secondary curriculum with modification is used and programs are often departmentalized.

Competencies for teachers of ED/BD adolescents have been identified in the literature (Leventhal, 1984; Russell & Williams, 1984; Grosenick & Huntze, 1980; Parker, 1982; Bell, 1979). The competencies are usually generic and do not address the specific skills needed by secondary special education teachers of ED/BD students (Kauffman & Wong, 1991). However, Smith, Rice & Gantley (1982) have identified more specific competencies and have pointed out that teaching ED/BD students at the secondary level requires concentration in a subject area in order to be well prepared to teach. Examples of special education secondary teacher competencies which they identified include the ability to: (1) establish goals and objectives; (2) conduct assessment to obtain information for program planning; (3) plan learning tasks and remain flexible in case changes are needed; (4) refocus instruction when needed; and (5) analyze learning situations (Smith, Rice & Gantley, 1982). In the area of student-teacher relationships and student motivation, they cite: (1) teachers must be able to introduce new areas of learning in familiar contexts and (2) use the popular culture in teaching adolescents.

In a study which examined the importance of ED/BD teacher competencies to residential, local, and university experts, Cullinan, Epstein, and Schultz (1986) identified 55 competencies from prior research which they grouped into 8 major categories: (1) assessment, (2) behavior management, (3) instructional programming, (4) interaction with parents, (6) interaction with other professionals, (6) administration, (7) knowledge, and (8) personal/professional characteristics. The category of personal/professional characteristics was judged highly important by 86% of the experts in that study. This was the highest percentage for all categories (Cullinan, Epstein & Schultz, 1986). However, the personal characteristics of teachers that contribute to the achievement of ED/BD adolescents have received limited empirical study (Smith, Rice & Gantley, 1982).

The purpose of this study was to obtain the identification of competencies needed for secondary special education teachers of ED/BD students, including personal characteristics. These were obtained from secondary special education teachers currently teaching in the field. In order to assure that the competencies identified are needed by teachers of ED/BD students, the study was limited to more restrictive programs in state-approved private schools and BOCES (Board of Cooperative Educational Services) programs. These programs serve more difficult students whose management needs are more intense than those in public school programs. The definition of emotionally disturbed in New York State is:

> A pupil with an inability to learn which cannot be explained by intellectual, sensory, or health factors, and who exhibits one or more of the following characteristics over a long period of time and to a marked degree:
>
> 1. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
> 2. inappropriate types of behavior or feelings under normal circumstances;
> 3. a generally pervasive mood of unhappiness or depression; or
> 4. a tendency to develop physical symptoms or fears associated with personal or school problems.
>
> The term does not include socially maladjusted pupils unless it is determined that they are emotionally disturbed. (NYS Commissioner's Regulations, Part 200)

METHOD

Subjects were special education teachers in residential and BOCES programs which served ED/BD adolescents. A directory of state-approved residential programs was used to identify those programs which served ED/BD adolescents. Fourteen residential programs and 46 BOCES programs throughout New York State were included.

A cover letter was addressed to the special education administrator at each site requesting that s/he distribute the materials to secondary teachers of ED/BD students and return the completed questionnaires to the author. The materials also included a brief letter to the special education teacher which explained the purpose of the survey and directions for identification of competencies.

The questionnaire included two sections. Section 1 contained seven items which requested demographic information: type of district, classification of students, type of program, number of students, number of assistants, type of curriculum used, and teacher certification. Section 2 included a list of 12 competencies previously identified by the author with the following directions:

> The following list includes important competencies for secondary teachers of emotionally disturbed students. Please examine the list and add(write) any competencies which you consider important that are not on this list. The 12 competencies were generated by the author as university supervisor during practicum observations for students in secondary classrooms for ED/BD youth. The 12 competencies were specifically related to instruction in secondary departmentalized programs.

The list, which was not intended to be all-inclusive, is shown in Table 1.

Table 1.

SPECIFIC INSTRUCTIONAL COMPETENCIES IDENTIFIED IN PRACTICUM SETTINGS

1. Knowledge of the regular high school curriculum.
2. Ability to identify and locate school and staff resources for instructional planning in content area.
3. Ability to identify and locate school and staff resources for classroom organization and management.
4. Knowledge of a variety of low reading level materials for secondary ED students.
5. Knowledge of classroom organization and management techniques for departmentalized, secondary programs for ED students.
6. Knowledge of a variety of motivational techniques for secondary ED students.
7. Ability to evaluate the appropriateness of instructional materials for secondary ED students with low academic achievement levels.
8. Knowledge of instructional approaches which are appropriate and effective for secondary ED students.
9. Ability to use a variety of study skill strategies which can be incorporated and taught in a given content area.
10. Knowledge of a practical, effective approach for lesson plans with the use of traditional textbooks.
11. Ability to appropriately modify and adapt instructional materials for secondary ED students.
12. Ability to identify and locate appropriate concrete learning materials for secondary Ed students.

RESULTS

Administrators returned the questionnaires of 105 teachers. Based on demographic data, the majority of teachers in the sample were certified in special education K-12 (63%); taught students of mixed classifications, primarily LD and ED (53%); and 40% taught only students classified as ED/BD. Although slightly more teachers reported that their districts were suburban (45%) as opposed to rural or urban, this was difficult to interpret since teachers often indicated more than one category. This may be explained by the fact that teachers at BOCES facilities serve students who come from a variety of types of school districts. Slightly more teachers taught in self-contained (45%) than in departmentalized classrooms (30%). In New York State, where options exist in the continuum of self-contained programs for handicapped students, one option is a 1:6:1 (one teacher, six students, one paraprofessional) classroom organization (Option 3). This option is designed to serve students with more intense management needs, and the majority of teachers surveyed indicated that they had this type of classroom (47%).

Teachers also indicated that they used more than one type of curriculum. However, the majority (78%) reported that they used the regular NYS curriculum for exceptional students. Other demographic data are shown in Table 2.

Table 2.

DEMOGRAPHIC DATA

	Total # of Respondents	Percent of total
1. Type of district: **		
Urban	18	17%
Suburban	47	45%
Rural	45	43%
No response	4	4%
2. Classification of Students:		
ED/BD	42	40%
Mixed	56	53%
Other	2	2%
No response	5	5%
3. Type of program:		
Self-contained	47	45%
Departmentalized	32	30%
Mixed	26	25%
4. Number of students:		
Six	51	49%
Twelve	13	12%
Other	40	38%
No response	1	1%
5. Number of aides/assistants:		
None	7	6.6%
One	87	83%
Two	8	7.6%
No response	3	2.8%
6. Type of curriculum: **		
Regular NYS	15	14%
Regular modified	82	78%
Special curriculum for exceptional students	30	21%
Other	6	6%
7. Type of certification:		
Special Ed. K-12	66	63%
Secondary in 1 or more content areas	14	13%

Both secondary & special education	17	16%
Secondary Sp. Ed.	1	1%
Other	7	7%

N=105
(**) More than one response per teacher.

Teachers identified a total of 152 competencies. These competencies were analyzed according to the following procedures: First, competencies from each individual form were recorded in a list. Then competencies were screened for duplication and clarity. Exact duplicates and unclear statements were eliminated. Competencies were then informally organized into the following eight categories by the author:

1. Relationships with Parents
2. Relationships with Other Professionals
3. Personal Characteristics of Teachers
4. Assessment/Evaluation
5. Behavior Management
6. Curriculum/Instruction
7. Teacher Knowledge Base
8. Special Education Regulations

Categorized competencies were again screened for appropriate placement and clarity. An effort was made to maintain the original language of respondents; however, several competencies in the personal characteristics category were modified to improve the clarity. Categories were compared with those in the Cullinan, Epstein, Schultz (1986) study for appropriateness of placement and similarities and differences. Final classification of competencies is shown below in Table 3.

Table 3.
CLASSIFICATION OF TEACHER COMPETENCIES

1. RELATIONSHIPS WITH PARENTS

a. ability to deal with parents both formally and informally
b. ability to construct a strong, personal, working relationship with parents/guardians
c. ability to use effective teacher-parent communication
d. knowledge of (background in) parent contact, conferencing, and planning educational goals

2. RELATIONSHIPS WITH OTHER PROFESSIONALS

a. ability to deal with in-school resistance to having Option 3 students in (their) building
b. ability to maintain good rapport with mainstream teachers and to encourage their enthusiasm to accept into their class(es) special students who can handle regular material reasonably well
c. ability to (willingness to) join in and help on school-wide projects that will involve primarily regular students but which may provide an opportunity to introduce capable special students in suitable activities
d. ability to work as a team member and to make group decisions to help provide consistency in a departmentalized program
e. ability to develop a philosophy regarding the appropriateness of mainstreaming
f. ability to use (develop) a self-contained or resource room (into) as an integral part of the school system as opposed to an isolated room used as a dumping ground
g. ability to develop and manage communication with regular education teachers
h. ability to work effectively with and manage paraprofessionals.

3. PERSONAL CHARACTERISTICS OF TEACHER

a. ability to establish credibility through fairness, concern, and firmness
b. ability to be tolerant to abusive language
c. ability to have tolerance for different values
d. ability to be a positive role model
e. ability to be flexible
f. ability to personally relate to students and other personnel in a "teamwork" approach for meeting individual needs
g. ability to be open and honest with students, staff, and administration
h. a sense of humor
i. ability to respect all ideas
j. ability not to take abusive/negative behaviors personally
k. steadfast patience
l. ability to back off; not get into a battle of wits; to depend on others or team to step in when necessary
m. ability to be consistent in approach, attitude, expectations
n. possess strong ego, super self-confidence, and trust (in) one's abilities and instincts
o. ability to have a firm concept of reality to create the proper climate to ensure a realistic future for exceptional students
p. ability to share personal experiences with students that are appropriate and enhance staff/student well-being
q. ability to work with agencies
r. ability to adapt quickly (along with the ability to "march to one's own tune" in many ways)
s. self-awareness and ability to re-assess personal emotional status and its effect on students

4. ASSESSMENT/EVALUATION

a. knowledge of and access to Regents Competency Tests and review materials
b. ability to identify the socio-emotional needs of students
c. knowledge of alternative testing techniques, types of tests, and criteria for appropriate implementation
d. ability to incorporate test modifications
e. ability to develop tests from standard textbooks
f. knowledge of students' cultures, backgrounds, and disabilities

5. BEHAVIOR MANAGEMENT

a. knowledge of behavior management techniques which are effective in a self-contained classroom
b. ability to implement a contingency management system
c. knowledge of positive reinforcement and assertive discipline
d. knowledge of restraint procedures
e. knowledge of behavior management systems and techniques
f. knowledge of anger replacement training
g. knowledge of skillstreaming
h. ability to recognize and/or defuse potential crisis situations

i. ability to recognize when rigidity of rules and expectations is useful and when it is counterproductive
j. ability to control easily agitated students
k. ability to control confrontational situations
l. ability to competently and confidently deal with students in crisis situations; ability to intervene in a full-blown crisis
m. ability to plan, implement, and enforce a firm, fair, and consistent disciplinary code
n. knowledge of disciplinary classroom management techniques and theories
o. ability to "read" student behavior as a form of communication
p. ability to use eye contact, vocal tone, body position, and physical contact flexibly and effectively
q. knowledge of and ability to use NYS-approved therapeutic crisis intervention skills and techniques
r. ability to use humor to defuse a tense situation
s. ability to develop a sense of group with adolescents
t. ability to develop rapport with students

6. CURRICULUM/INSTRUCTION

a. ability to coordinate and implement a flexible academic program that caters to students of different ages, with different levels of skills ranging from Regents classes to below grade 1 reading levels, who are studying different subject areas - all this during the same class period during a typical day
b. ability to integrate hands-on activities as part of regular curriculum; lessons should be student-directed
c. ability to use class trips to extend the classroom into museums and museum experiences into the classroom
d. knowledge of a variety of reading and other techniques for improving self-esteem and self-confidence
e. knowledge of moral education
f. ability to provide appropriate, non-academic, learning experiences that are useful in life; ability to teach decision-making skills, time management, and to set vocational goals
g. ability to put textbook information into simplified form and to use additional materials (videos, pictures, film-strips, records) to elaborate on the facts
h. ability to stimulate enthusiasm for a subject
i. ability to be sensitive to and foster creative thinking
j. ability to be sensitive to different learning styles
k. ability to ensure that departmentalized academics do not preclude addressing the continuing emotional, social, and interpersonal skills needed by most students
l. ability to design and create materials appropriate for exceptional secondary students where commercially-made materials do not exist
n. ability to individualize instruction, assessment, and expectations
o. familiarity with concepts of career education
p. familiarity with vocational education opportunities and goals
q. ability to support/reinforce vocational goals for individual students
r. ability to coordinate diploma requirements with component districts
s. knowledge of a variety of separate district diploma expectations
t. ability to instruct students in several content areas, on several levels, concurrently
u. knowledge of various learning disabilities and strategies to adapt to the learning styles involved
v. ability to break educational information into manageable chunks; adapt material to specific needs of each student while maintaining standards of performance
w. ability to determine social skills needed for mainstreaming
x. ability to develop coping skills in students with adjustment problems
y. knowledge of and practice in teaching a social skills curriculum
z. knowledge of and ability to teach skills necessary for transition to life in the community
aa. ability to include multisensory stimulation in lesson plans
bb. ability to present tasks sequentially
cc. ability to structure the learning environment for success
dd. ability to develop a course outline to be approved by each component school district
ee. ability to use active and passive listening skills
ff. ability to plan, develop, and implement IEPs
gg. ability to formulate appropriate, realistic, attainable goals
hh. familiarity with special resources in the community/county to help students deal with the problems they face
ii. ability to maintain high expectations for students

7. SPECIAL EDUCATION REGULATIONS

a. knowledge of school law
b. knowledge of due process laws
c. knowledge of aging out options for post high school life
d. knowledge of procedures and functions of the Committee on Special Education
e. knowledge of New York State special education regulations

8. TEACHER KNOWLEDGE BASE

a. knowledge of subject matter is essential *(time demands are often such that extensive preparation before each lesson is impossible)*
b. knowledge of counseling techniques
c. knowledge of basic self-defense skills
d. knowledge of support services for emotional crises
e. knowledge of and familiarity with all provided and extended services
f. computer literacy
g. knowledge of preparation for National Teacher Examination *(every college should concentrate on this)*
h. familiarity with state regulations and procedures regarding certification
i. knowledge of anti-burnout strategies for students and faculty
j. familiarity with all related services, personnel, and schedules
k. knowledge of medications used with ED students
l. broad, general knowledge of a wide range of many subjects as a basis for educational instruction
m. ability to recognize age/grade-appropriate behavior as typically manifested by "normal" children
n. understanding that departmentalization can take the focus off kids and onto subject matter *(we must remember kids first; subject second)*
o. knowledge of basic life skills

p. knowledge of (background in) psychology
q. knowledge of adolescent development

DISCUSSION

The purpose of this study was to obtain the identification of competencies needed by secondary special education teachers of ED/BD students.

The study was limited to New York State and to teachers in residential programs and BOCES programs which serve ED/BD students. Two characteristics of the respondents in this survey differed somewhat from the expected sample: (1) Some teachers taught students with learning disabilities as well as ED students. (The mixed class of these students appears to be very common at the secondary level.) Slightly more teachers taught mixed groups of students than ED/BD students only. (2) Slightly more teachers were in self-contained classrooms as opposed to departmentalized programs.

In general, the categories of competencies identified in this study closely matched those used in the Cullinan, Epstein & Schultz (1986) study which included competencies previously found in the literature. In that respect, the competencies identified by teachers in this study were generally predictable and expected in terms of the major categories. However, the personal characteristics needed by teachers differed from those identified in the Cullinan et al (1982) study.

The identification of personal characteristics needed by teachers was of particular concern since this area has not been sufficiently researched (Smith, Rice & Gantley, 1982). Teachers in this study identified the following personal characteristics needed by teachers:

1. Fairness, concern, and firmness (to establish credibility)
2. Tolerance for abusive language and for different values
3. Ability to serve as a positive role model
4. Flexibility
5. Openness and honesty with students, staff, and administration
6. Ability to share appropriate personal experiences with students
7. Sense of humor
8. Respect for all ideas
9. Steadfast patience
10. Consistency in approach, attitude, and expectations
11. Strong ego, super self-confidence, and trust in one's own abilities and instincts
12. Adaptability
13. Self-awareness, ability to re-assess personal emotional status and its effect on students
14. Ability to avoid taking abusive/negative behaviors personally

An examination of these personal characteristics needed by teachers evokes an important dilemma in teacher education: which competencies are teachable and which are not? Cullinan et al., (1982) discussed this issue in terms of the use of competencies for selection versus training of teachers. For example, such characteristics as tolerance for abusive language, openness, a strong ego and self-confidence, flexibility, and adaptability are probably inherent in a teacher's personality and would be important in their selection. Although it is obvious that we should try to select individuals with these characteristics to be future teachers of ED/BD students, it is difficult, if not impossible, to observe such characteristics in a potential candidate for teaching. The challenge to those who direct pre-service training programs is to find the means to accomplish this.

This study was limited to state-approved private schools and BOCES programs in New York State. A larger sample from a wider geographical region is needed. A questionnaire format in which respondents rate competencies on a high, medium, and low scale is another important need (Cullinan, Epstein & Schultz, 1986). This rating would be especially useful in the area of personal attributes for teachers, an important area which has received insufficient attention from researchers (Smith, Rice & Gantley, 1982).

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PERSONAL CHARACTERISTICS NEEDED BY TEACHERS IN SECONDARY PROGRAMS FOR EMOTIONALLY DISTURBED/BEHAVIOR DISORDERED ADOLESCENTS

The following list of personal characteristics was identified by secondary special education teachers in residential and BOCES programs for emotionally disturbed adolescents. We would appreciate *Perceptions* readers completing the questionnaire below to help us gain additional reactions to these competencies. The completed questionnaire should be returned to:

Lynn Sarda, Editor, *Perceptions*, OMB, Room 212, State University College, New Paltz, New York 12561

Please complete the following information:

I teach in a ________ classroom (self-cont., dept., etc.)
My students are classified ________.
My students are ages ________.

I teach in a ________ (public school, BOCES, residential)
I have been teaching for ________ (years)

Please rate the IMPORTANCE of the following teacher characteristics:

	Low	Medium	High	Comments
1. Self-awareness of ones's personal emotional status and (its) effect on students				
2. Adaptability; "able to march to one's own tune"				
3. Ability to work with agencies				
4. Able to share appropriate personal experiences with students				
5. Firm concept of reality in order to ensure a realistic future for students				
6. A strong ego				
7. Super self-confidence				
8. Trust in one's own abilities and instincts				
9. Consistency in approach, attitude, expectations				
10. Ability to "back off"; to depend on others to step in when needed (avoid power struggles)				
11. Steadfast patience				
12. Ability to avoid taking abusive/negative behaviors personally				
13. Respect for all ideas				
14. A sense of humor				
15. Openness and honesty with students, staff, administration				
16. Relate to students & staff in a teamwork approach to meeting students' individual needs				
17. Flexibility				
18. Be a positive role model				
19. Tolerance for different values				
20. Tolerance for abusive language				
21. Ability to establish credibility through fairness, firmness, and concern for students				

THE EFFECTS OF SELF-MONITORING ON DECREASING TALKING-OUT BEHAVIOR AND INCREASING TIME-ON-TASK

by

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Responsible living requires independent adults to be accountable for most aspects of their lives (Leone, 1983). For students with mild disabilities to enter the adult world, they must be prepared to take responsibility for their own behaviors. The need for individuals to choose and control what direction their lives will take requires that educators provide students with avenues to acquire self-control and the ability to make appropriate choices.

Students with mild disabilities need additional assistance in order to develop self-control and to become responsible for their own behaviors and choices. The goal of all behavior change programs should be the development of self-regulation (Polloway, Patton, Payne & Payne, 1989). If students with mild disabilities can become more self-regulating, then they can become more responsible for their own behavior choices and the direction their lives will take.

SELF-MONITORING

The field of cognitive behavior modification (Meichenbaum, 1983) has supported the development of several techniques designed to promote self-regulation. One such technique is self-monitoring. Self-monitoring procedures require students to become actively involved in the teaching-learning process (Hallahan, Marshall & Lloyd, 1981). These procedures stress self-initiative by requiring the student to self-assess and self-record whether a behavior has or has not occurred (Hallahan & Sapona, 1983). By applying self-monitoring procedures, the student is encouraged to become a more responsible agent in the educational process (Rooney, Hallahan & Lloyd, 1984). The ease of implementation, minimal use of teacher time, and non-interference with school work have been cited as additional advantages of this technique over other techniques for inducing change (Blick & Test, 1987; McLaughlin, 1984).

Self-monitoring consists of two major components: self-assessment and self-recording (Hallahan et al, 1981). The first refers to the student judging whether or not a particular behavior has occurred, and the second refers to the actual physical recording of that occurrence. "Self-monitoring is often a preferred procedure because it: (a) insures that the cue to self-record occurs close to the monitoring behavior; and (b) utilizes the student as an active participant who evaluates, records, and reinforces positive behavior" (Blick & Test, 1987).

Research has indicated that self-monitoring can be successfully implemented with students with mild disabilities. It has been successful in increasing on-task behavior (Blick & Test, 1987; Christie, Hiss & Lozanoff, 1984; Hallahan, Lloyd, Kneedler & Marshall, 1982; Hallahan et al, 1981; Hallahan & Sapona, 1983; McLaughlin, Krappman & Welsch, 1985; Osborne, Kosiewicz, Crumley & Less, 1987; Rooney et al, 1984), decreasing out-of-seat behavior (Sugai & Rowe, 1984), increasing academic productivity (Hallahan, Lloyd, Kneedler & Marshall, 1982; Hughes, Ruhl & Peterson, 1988; Osborne et al, 1987), and decreasing inappropriate behaviors (Christie et al, 1984). It has been used with elementary students (Christie et al, 1984; Hallahan et al, 1981; Hallahan & Sapona, 1983; Hughes et al, 1988), junior high students (McLaughlin et al, 1985; Osborne et al, 1987; Sugai & Rowe, 1984), and, to a lesser extent, high school students (Blick & Test, 1987).

COMPARATIVE DATA

The effectiveness of self-monitoring is most often demonstrated through single subject research design, a research strategy developed to document changes in the behavior of an individual subject (Tawney & Gast, 1984). Researchers demonstrate treatment effect through intra-subject differences. Data are not usually collected on non-treated subjects. There may be, however, value in collecting data on subjects not directly involved in the experimental treatment. Comparative data may provide information for two purposes: (a) social validation and (b) control subject data.

SOCIAL VALIDATION. Social validation has been described in the literature as an important consideration in applying behavior change treatments (Kazdin, 1977; Van Houten, 1979). One way of assessing social validation of a treatment variable is the use of social comparison data (Kazdin, 1977). Social validation can be obtained by "comparing experimental students' performance with that of individuals judged competent in the behavior of interest" (Test, Rose & Corum, 1990). Collecting such data can be valuable in that it provides researchers with objective mastery criteria against which to judge the effectiveness of the treatment variable. Assuming that the normative data are acceptable, the subject's behavior, following the intervention, should fall within the normative range. It has been suggested that comparative data be taken on individuals who are similar to the subject in demographic variables but differ in performance of targeted behaviors (Kazdin, 1977).

BEST COPY AVAILABLE

Although an increased number of researchers are publishing studies using applied behavior analysis procedures (Wyatt, Hawkins & Davis, 1986) and treatment procedures for secondary students (Test et al, 1990), few studies using applied behavior analysis on secondary students consider social validation. A recent review of published studies indicated that between 1968 and 1987, fewer than one study per year attempted to assess any form of social validation with secondary students (Test et al, 1990).

CONTROL SUBJECT DATA. Comparative data may provide information for purposes other than social validity. One may wish to take comparative data for "control" information. For example, if students in a special education classroom have been selected to be in a segregated setting because their behavior deviates from what is acceptable in the mainstream, social validity may not be obtainable in the segregated setting (although arguably it could be obtained in the mainstreamed setting). Systematically observing non-experimental subjects' behavior in this segregated setting provides the researcher with comparative non-treatment information against which to examine the effect of the behavior change program.

PURPOSE STATEMENT

Two single subject studies were conducted in which self-monitoring procedures were applied by secondary students. In the first study, self-monitoring was applied in a special education setting to decrease inappropriate talking-out. Comparative student data were collected for control data purposes. In the second study, self-monitoring was used to increase on-task behavior in a special education setting and comparative data were collected as a form of social validation. The effectiveness of these procedures was examined.

STUDY #1

SUBJECT. The subject in the first study was a thirteen-year-old female. She was initially identified and placed in special education in fourth grade as learning disabled (primary disability) and behaviorally disordered (secondary disability). The subject exhibited several disruptive behaviors including hitting other students, verbal abuse, wandering around the classroom, and defiance of authority. During the course of this study, she was enrolled in a cross-categorical resource room for 50% of the day during which time she received instruction in reading, science, language arts, and social studies. She was mainstreamed for music, physical education, and study hall. Her most recent academic scores on the Comprehensive Test of Basic Skills (CTBS, 1981) indicated she was functioning at the following grade levels: 2.9 in reading, 3.0 in language, 3.6 in math, 2.9 in science, and 2.4 in social studies.

SETTING. Study #1 was conducted in a cross-categorical resource room of a junior high school in a small rural Midwestern community. The subject participated in the study during science. The student worked independently in her textbook and workbook while seated at her individual desk. Present in the classroom were a special education teacher, an aide, and one undergraduate and one graduate student from the local university. The graduate student was the trainer and primary observer while the second observer was the undergraduate student. There were nine other students in the room with similar academic and behavior problems as the subject.

EVALUATION. In determining the selected target behavior, interviews with the student's teachers and classroom observations were conducted. After analyzing interview and observation data, the primary target behavior selected for self-monitoring was "talking-out." "Talking-out" was defined as the subject speaking to herself or another person without raising her hand or having the teacher's permission. It included arguing, negative responses, name calling, calling out the teacher's name, and answering a student. It did not include reading aloud, laughing, singing, humming, yawning, interactions during small group work with the teacher's permission, or answering the teacher.

DATA COLLECTION. Data were collected on talk-outs during the forty-two minute class, using 3 minute interval observations. If the target behavior was observed at any time during the interval, an occurrence was reported for that interval. Interval recording was selected over a frequency count because the behavior did not always have a discrete beginning and end. After 11 sessions, the interval was changed to a random time sample ranging from 2 to 5 minutes. This change was made because the observer used the same audio prompt as the subject to determine whether the behavior has occurred or not. The prompt was changed from a fixed interval to a variable schedule after 11 days.

The last intervention phase and follow-up featured data being collected on two randomly selected peers in the same manner as the subject. This allowed for comparisons to be made between the subject and others in her classroom for control data information. It was the observation of the researchers that the subject's talking-out behavior was annoying and disruptive, and was identified by the special education teacher as something that needed to be changed. And yet, many of the other students were allowed to talk-out as well. Taking data on some of the other subjects provided a systematic and objective measure of this observation. The data were collected using the 2 to 5 minute random interval procedure.

RELIABILITY. Interobserver reliability was assessed during 44% of the total number of sessions. The primary observer was a graduate student assistant, and the second observer was an undergraduate student who had been trained by the graduate student. Interobserver agreement was calculated by dividing the number of agreement intervals by the total number of agreements and disagreements and multiplying by 100 (Kerr & Nelson, 1989). The averages "between each phase" ranged from 72-97%, with a mean of 87%. Reliability was also assessed between the primary observer and the subject using the above mentioned procedures. Average agreement within each treatment ranged from 86-89%, with a mean of 87%.

EXPERIMENTAL DESIGN AND BASELINE. The investigators used an ABC design (A=baseline, B=self-monitoring, C=follow-up). Prior to initiating self-monitoring, baseline data were collected in the subject's resource room during science. Six days of baseline were collected in which the observer recorded the number of talk-outs the subject exhibited.

TRAINING. Baseline was followed by training the subject to implement the self-monitoring procedures. During the 3 days of training, the purpose of self-monitoring and the definition of talking-out were explained to the subject. The subject was then

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given a tape recorder with a cassette tape on which the tones had been recorded and a self-monitoring sheet to mark. The trainer explained that as the subject heard the tones she was to ask herself whether she had talked-out since the last tone and to mark an "o" if she had not and a "+" if she had. The subject and the trainer then simultaneously completed the self-monitoring procedure. Questions about the procedure were clarified and feedback about performance were provided. No specific reinforcers were provided. Agreement between the examiner and the subject during the 3 days of training averaged 86%.

Following baseline and prior to the implementation of the intervention, a reinforcement inventory was administered to the student to determine student preferences and practical low-cost reinforcers. These reinforcers were coupled with the self-monitoring procedures.

INTERVENTION. The first phase of intervention consisted of the subject implementing the self-monitoring procedures during science class. During this time, she was primarily working independently in her textbook and workbook.

The trainer set a goal for the subject to not talk-out for 11 of the 14 intervals during the 42-minute class period in order for her to receive the reinforcer. Each day the subject reached the goal, she received a sticker. The accumulation of 5 stickers resulted in the subject choosing a reinforcer from a menu displaying 15 of her preferences identified through the administration of a reinforcement survey and interview conducted earlier. Some of these choices included: read with a friend, write or draw on the chalkboard, help the teacher correct papers, play a game, read comic books or magazines, or computer time.

FADING. During the second phase of intervention, the tape-recorded tones were randomly scattered (ranging from 2 to 5 minutes). This resulted in a total of 11 (rather than 14) intervals and the student was required to not talk-out during 9 of them in order to reach the goal.

Most of the subject's classmates also had difficulty not talking-out. Therefore, during the fading phase, data were also collected on 2 other students in the subject's class as control subject comparative data. The data collection procedures for the peers were equivalent with the procedures used for the subject.

FOLLOW-UP. Follow-up checks were conducted in the subject's science class 2, 3, 4, and 5 months later. During this phase, the observer assessed and recorded talking-out behaviors using 3-minute intervals. Conditions during follow-up were equivalent to baseline conditions. Comparative data on the 2 other students were also collected at this time.

RESULTS. During baseline, the subject talked-out an average of 70% of the time (range=43-86%) (See Figure 1). The implementation of self-monitoring resulted in continued variability (range=0-50%) but, on the average, the number of intervals in which the subject talked-out decreased dramatically (mean=19%). As the procedures were faded (i.e., intervals randomized between 2 and 5 minutes), talking-out continued to occur on the average in only 19% of the intervals (range=9-55%). Peer observations conducted for comparative purposes indicated talking-out occurred an average of 66% with peer #1 (range=33-100%) and 50% for peer #2 (range=29-90%). During all 4 monthly follow-up checks, the subject's talking-out behavior remained below baseline and below her peers (Subject: mean=29%, range=7-50%; peer #1: mean=51%, range=21-71%; peer #2: mean=56%, range=50-64%).

STUDY #2

SUBJECT. The subject in the second study was a thirteen-year-old male attending seventh grade in a cross-categorical, self-contained, junior high classroom. He was mainstreamed for health and physical education. His primary disability was emotional disturbance. His IQ score fell below the average range and he was given a secondary handicapping condition of borderline educable mentally handicapped.

Prior to initiation of the intervention, the subject was administered the Wide Range of Achievement Test - Revised (WRAT-R)

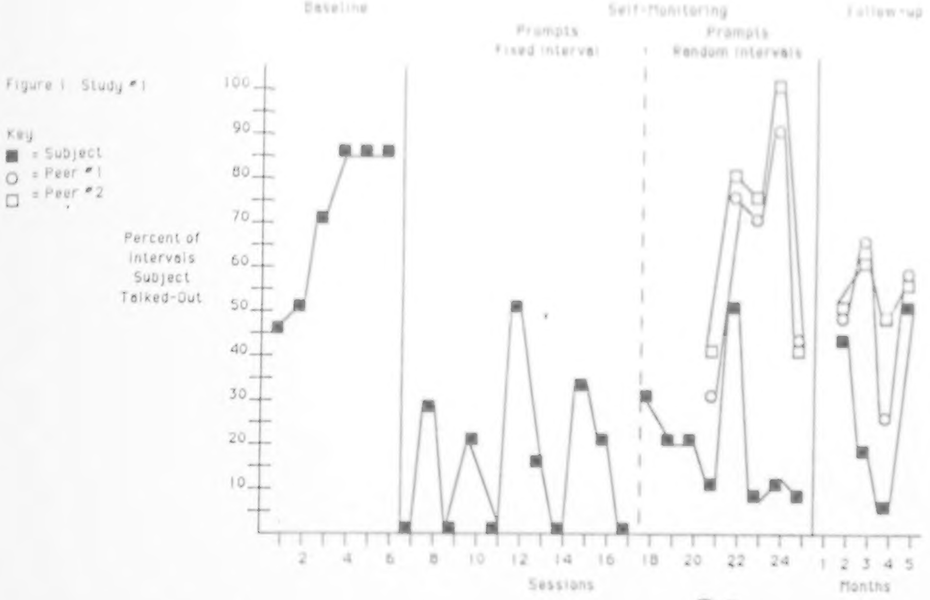
Figure 1 Study #1

(Jastak & Wilkinson, 1984). His scores placed him at the beginning of third grade in reading, below third grade in spelling, and beginning sixth grade in arithmetic.

The subject was placed in special education in the fourth grade due to behavior problems. He was currently described as one who exhibited severe problems with following rules, interpersonal relationships, aggressive behavior,and low self-esteem. He had a history of lying and stealing, and was presently involved with the County Mental Health Services and the Department of Probation. He also had a history of fighting on the bus and in school, and his independent functioning was hampered by his lack of on-task behavior and need for close supervision in school.

SETTING. The subject attended a regular junior high school in a small rural community in the Midwest. The study was conducted in his self-contained special education classroom during language arts. There were 11 other students in the classroom with similar academic and behavior problems, one special education teacher, one part-time aide, and a part-time graduate student assistant from the local university. The part-time graduate student was the trainer and the primary observer. Also present once a week was a second graduate student assistant who served as a second observer for reliability.

EVALUATION. To determine the behavioral focus of this study, an informal assessment was conducted. Informal interviews were scheduled with the subject's self-contained special education teacher and teacher's aide. Additional data on the student's behavior were gathered through informal classroom observations.

The subject displayed several disruptive and distracting behaviors including verbal outbursts, out-of-seat, touching of other students, and denial of all wrongdoing. The subject's on-task behavior appeared to be at low rates. After the interviews and observations were completed, on-task behavior was determined to be the primary behavior in need of treatment. For purposes of this study, on-task behavior was defined as the subject sitting in his seat, facing the front of his desk or the teacher, having his book open or work out (unless it was discussion time), having his eyes on his work or the speaker, having his pencil in his hand (unless reading or discussing), talking only with permission, and feet not on the desk.

DATA COLLECTION. Data were collected using a time sampling procedure with intervals of 2 minutes during language arts which lasted 42 minutes. At the end of the time interval, the observer looked at the subject, observed if he was on-task (+) or off-task (o) and made the corresponding mark on the observation sheet. Percentages of on-task were computed by dividing the total number of intervals into the number of intervals in which the subject was on-task and multiplying by 100 (Kerr & Nelson, 1989).

On-task data were also collected on a peer in the subject's classroom throughout all phases of the study for social validity purposes. The subject had been identified as having lower on-task behavior as compared with the other students in his class. Peer data provided appropriate "norms" against which to compare the subject's behavior. These data were collected in the same manner as with the subject.

RELIABILITY. Interobserver agreement was collected 23% of the time and was calculated by dividing the number of agreement intervals by the sum of agreement/disagreement intervals and then multiplying by 100 (Kerr & Nelson, 1989). The average agreement between the primary and secondary observers (both graduate students in special education) in each phase ranged from 80-100%, with a mean of 95%.

Reliability was also assessed between the primary observer and the subject using the same procedure described above. These agreements ranged within phases from 85-100%, with a mean of 92%.

EXPERIMENTAL DESIGN AND BASELINE. The investigators used an ABABC design (A=baseline, B=self-monitoring (auditory prompts), C=self-monitoring (visual prompts)). Baseline for on-task behavior was collected for 6 days before initiating the self-monitoring training procedures.

TRAINING. After initial baseline data were recorded, the student was taught the self-monitoring procedure. Two days of training were provided. The definition of the on-task was taped to the upper-right-hand corner of the subject's desk. During 30 minutes of his language arts class, a recorded tone sounded every two minutes. At the sound of the tone, the subject was to self-assess his current behavior to determine if he was on- or off-task at that moment. He was then to self-record his behavior as a "+" or "o", depending upon whether he was on- or off-task, respectively. The subject practiced the self-monitoring technique and the examiner also clarified instructions and provided feedback about the procedure. Agreement between the subject's responses and the researcher's responses was 85% or higher before intervention was initiated.

After baseline and prior to the intervention phase, a reinforcement inventory was administered to the subject. This provided the researcher with student-selected reinforcers to use throughout the study.

INTERVENTION. During the first phase of intervention, the student implemented the self-monitoring procedure by self-assessing and self-recording his on/off-task behavior when he heard the tone (every 2 minutes). A goal of 80% on-task was set. After achieving 5 of 8 consecutive days of reaching to goal, the student could select a reinforcer from his reinforcement menu. These reinforcers included: use of an audio headset, computer time, playing a game, playing on the chalkboard, or participating in a science project.

The time between recorded intervals was increased during the second intervention phase to intervals of 3 minutes. Once the student had met the pre-specified goal of 80% on-task for 5 consecutive days, intervention changed to audio cues in random intervals of 2 to 5 minutes apart.

After the return to baseline, the intervention of random auditory tones (2 to 5 minutes apart) was reinstated. The last phase consisted of removal of the tape recorder and the use of the self-monitoring sheet in isolation. The subject was told to self-monitor his on-task behavior whenever he thought about it.

RESULTS. During the initial baseline, the subject was on-task an average of 47% of the time (range=20-70%). The classroom peer's on-task behavior averaged 66% but ranged from 40-80%. It was decided, based on this information and in consultation with the classroom teacher, to set the goal for the subject at the upper end of that range, at 80%. With the implementation of self-monitoring (audio tones every 2 minutes), the subject's on-task doubled from baseline and met the 80% goal in all but 1 of the 10 days

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(mean=93%, range=71-100%). When the frequency of audio tones decreased in the following 2 intervention phases (audio prompts every 3 minutes, then random intervals of 2-5 minutes), the percentage of on-task decreased slightly but remained above the goal of 80% (mean=88%, range=78-100%; mean=85%, range=76-100%). When baseline was re-initiated, his percent of time-on-task dropped, but not quite to the first baseline level (mean=60%, range=50-72%). The re-institution of self-monitoring with random tones resulted in a dramatic increase (mean=88%, range=86-93%). Once the audio prompts were totally removed and the self-recording sheet was used in isolation, the subject's on=task dropped slightly but again remained above the goal (mean=82%, range=79-93%).

For social validation and comparative purposes, the on-task behavior of a peer was collected. Generally speaking, during baseline condition, the peer's percentage of on-task behavior was higher than the subject's, and during intervention, the subject's was higher than the peer's (see Figure 2). The mean percent of time-on-task of the peer for each phase is visually displayed in Figure 2.

DISCUSSION

The purpose of Study #1 was to examine the effectiveness of self-monitoring procedures and reinforcers in decreasing talking-out behaviors in an adolescent with learning disabilities and behavior disorders. In addition, comparison data were collected. The data suggested that self-monitoring effectively decreased the talking-out behavior of the subject. Her talking-out remained at low levels during fading and follow-up.

Data on two randomly-selected peers were taken as comparison data. The peers' talking-out behaviors occurred at a high rate, which was typical of the setting. It was the observation of the trainer that the subject learned to ignore the other students who attempted to distract her. The self-monitoring with reinforcement was sufficient to decrease the subject's talking-out, although those around her continued to attempt to distract her. In study #1, peer data were not collected during baseline. It was not until the trainer had initiated the intervention that it was observed that other students in the class talked-out as frequently as the subject and data were collected to document this observation. Baseline data on the peers would have provided more data for comparative purposes.

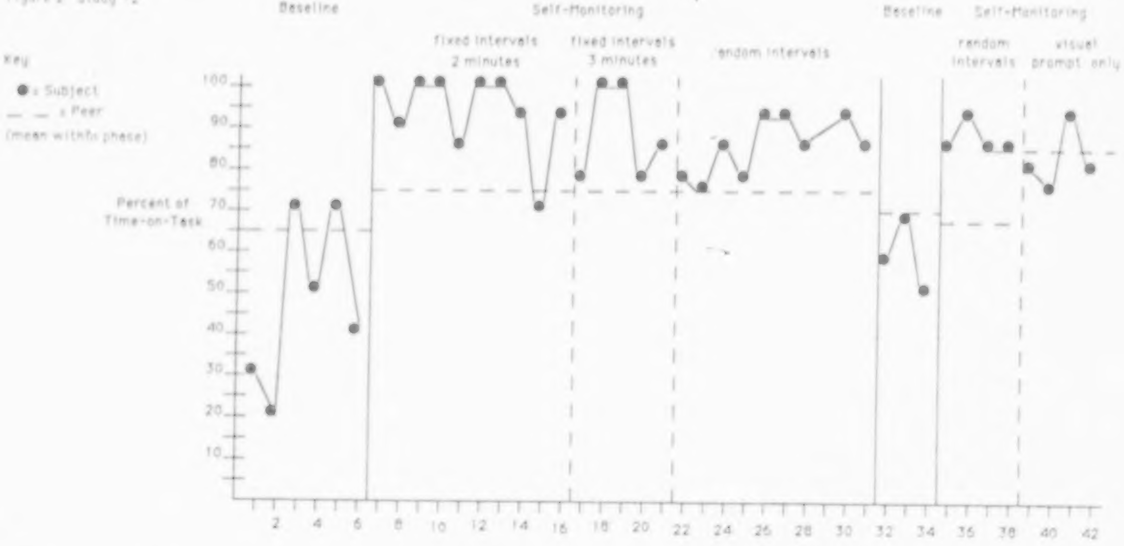
The purpose of the second study was to test the effectiveness of self-monitoring and reinforcement in increasing on-task behavior of an adolescent with emotional disturbances. The results indicated that self-monitoring procedures with reinforcement did produce a positive change in behavior. It was also observed that such behavior can be maintained after a systematic removal of auditory prompts. The subject's behavior remained above the goal of 80% with the fading of the auditory prompts which were eventually withdrawn.

Comparative student data indicated a steadier rate of on-task percentages with the peers than with the subject. The peers' mean on-task behavior for each phase in Study #2 ranged from 66-85%. On the average, the peers achieved higher on-task percentages than the subject during baseline conditions, but the subject surpassed his peers, on the average, throughout intervention. This demonstrates the effectiveness of self-monitoring procedures with reinforcement for a student whose on-task behavior is generally lower than his peers.

It would be advantageous to collect additional data, particularly additional fading procedures and follow-up on Subject #2. Student absenteeism and breaks in the school schedule did not allow for additional data to be collected. The subject in the first study was absent 9 days between baseline and treatment, and the second subject was absent for 5 straight days twice during the study. Treatment was concluded in the first study because of the winter holiday and in the second study because of the close of the school year.

In both studies, reinforcement was coupled with self-monitoring. Recent research indicates that self-monitoring procedures without contingent rewards may be sufficient to obtain desired results (Lalli & Shapiro, 1990). Whether the self-monitoring

Figure 2 Study #2



would have been sufficient in these instances was not examined.

The relatively low interobserver reliability obtained in Study #1 may be considered a limitation of this study. The lowest within-phase reliability equalled 72% with an across-phase average of 87%. Although these percentages are well within the recommended satisfactory range of 70-90% (Barlow & Hersen, 1984), they may be evaluated as low considering the effect of possible observer drift and the fact that the primary observer was one of the investigators and the trainer of the self-monitoring procedures.

CONCLUSIONS

These two studies were conducted under the assumption that the more active students are in implementing a behavioral remediation procedure, the greater control they would have over the procedure and its potential for success. The primary concern was to provide the students an opportunity to be actively involved in changing and controlling behaviors which conflicted with their best educational interests.

Self-monitoring is a procedure designed to help students become more responsible for their own behavior and for their own education (Rooney et al, 1984). The results of these studies demonstrate that these procedures can be effectively implemented with adolescents with mild handicaps who are attending special education classes at the junior high school level.

Taking into consideration the limitations of these studies and the fact that the procedures were implemented with only 2 students, the following conclusions may be considered:

1. Self-monitoring can be used to decrease talking-out behaviors and to improve on-task behaviors in adolescents with mild handicaps.
2. Self-monitoring may need to be coupled with reinforcers in order to be effective.
3. Self-monitoring procedures may be faded and the effects maintained up to four months.
4. Self-monitoring may be effective in decreasing a student's talking-out behavior even when their classmates' talking-out remains at a high level.
5. Self-monitoring may be effective in increasing a student's on-task behavior to higher levels than peers identified as being on-task at appropriate levels.

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CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a Special Education Training and Resource Center (SETRC) trainer with Ulster County Board of Cooperative Educational Services. She has been working in the field of special education for the past seventeen years. Her column, Current Issues in Special Education, will appear as a regular part of *Perceptions*.

In the Spring/Summer 1991 *Perceptions*, the first two of several amendments to the Part 200 Regulations were covered: change in class size and the single stage Individual Education Program. Since that issue, the Board of Regents has approved several changes in the state education law and regulatory amendments. A brief summary of these changes follows:

TWELVE MONTH SPECIAL SERVICES AND PROGRAMS

Effective July 1, 1991, was the amended provision of twelve month special services and programs for pupils with disabilities. Committees on Special Education (CSEs) are now obligated to consider the eligibility of pupils for these services in accordance with the need to prevent *substantial regression*. Substantial regression is indicated by the pupil's inability to maintain developmental levels due to loss of skills, set of skill competencies, or knowledge during July and August. To qualify for services/programs, the severity of the regression would require an "inordinate" period of review or reteaching at the beginning of the school year to re-attain the goals and objectives which were mastered on the previous year's IEP. The review or reteaching period can range from 20-40 school days, but the review period should not exceed eight weeks. Anything more can be considered an inordinate period of time.

Pupils who were previously eligible for twelve month services/programs remain eligible: pupils in the 6:1+1 special classes; pupils in 12:1+3:1 special classes; pupils in home/hospital placement or whose programs consist primarily of habilitation and treatment; and pupils in seven-day residential placements. If a pupil receives a related service only, the CSE must establish the frequency and duration of the service during July and August.

RESOURCE ROOM/SPECIAL PROGRAMS AND SERVICES

The amendment, which became effective on July 1, 1991, modifies the requirement for resource room programs in certain schools. As a local option it increases, from twenty to twenty-five, the number of pupils with disabilities assigned to a resource room teacher in grades 7 through 12, or in a "multi-level" middle school program that operates on a period basis. A multi-level middle school program is one with one or more grades below grade 7 and one or more grades from 7 through 9. The program must include grade seven; for example, grades 5,6,7; or 6,7,8; or 6-9. The amendment does not affect resource room programs in elementary schools or in middle school programs which do not meet the definition of multi-level middle school programs.

In addition, an amendment to the Education Law modifies the computation of state aid for resource room and other special services or programs, which must be provided for the equivalent of five periods, but not less than the equivalent of 180 minutes per week. This *does not* affect the requirement of the Commissioner's Regulations (Part 200) that states that each student with a disability needing resource room services shall receive a minimum of three hours of instruction per week in a resource room program.

The requirement for pupils with disabilities determined to need speech or other special programs or services, including related services, has been modified to calculate time in "sessions" rather than "periods." For example, speech and language services must be provided for a minimum of two thirty-minute sessions per week.

EVALUATIONS

This amendment to the Part 200 Regulations became effective September 17, 1991. It modifies the procedures for conducting an evaluation for students referred to the CSE when suspected of having a disability. Since the federal regulations do not require an individual psychological examination, the NYS Commissioner's Regulations were modified to be consistent, while also providing the directive that a psychological examination must be completed when appropriate. This determination is made by the school psychologist and shall include a written report stating the reasons why the evaluation is unnecessary. This shall be reviewed by the Committee on Special Education.

GUARDIAN AD LITEM

Effective July 30, 1991, this amendment authorizes an impartial hearing officer (IHO) to appoint a guardian ad litem if s/he determines that the parents' interests are opposed to, or inconsistent with, the child's interests. The guardian ad litem may only represent the interests of the child for the duration of the hearing. A guardian ad litem is someone familiar with the provisions of the Part 200 Regulations and is appointed from the list of surrogate parents that is maintained by the district, or may be a pro bono attorney. The impartial hearing officer shall ensure that all of the procedural due process rights that are guaranteed to the child's parents are maintained throughout the hearing, even if a guardian ad litem is appointed.

CSE MEMBERSHIP

Effective July 1, 1991, this amendment requires that each Committee on Special Education include the child's teacher as a fully functioning member. The child's teacher can mean any of the following:

- the child's special education teacher
- the related service provider for a child receiving related services within special education
- for a child whose primary disability is speech impairment, the teacher could be the speech therapist or speech-language teacher
- the regular education teacher of a child being considered for initial placement in special education, or a teacher in the type of program in which the child may be placed, or both.

Additionally, the amendment provides for the reimbursement on a per diem basis for all persons who serve on a CSE without compensation (such as parent member). This per diem reimbursement is to offset the expense incurred in performing the duties as a CSE member.

MULTIPLE COMMITTEES ON SPECIAL EDUCATION
Effective September 17, 1991, this regulatory amendment allowed Boards of Education to appoint additional CSEs to the extent that they are needed to ensure timely evaluations and placement of students with disabilities. The responsibilities remain the same.

SUBCOMMITTEES ON SPECIAL EDUCATION (Outside the Big Five: NYC, Yonkers, Syracuse, Rochester, and Buffalo)
Effective September 17, 1991, this amendment allows for the appointment of subcommittees of special education if the school district has more than 200 students with disabilities. The function of the subcommittee is to assist the CSE in the process of evaluations and placement. It may perform all of the functions of the CSE except in matters in which a parent disagrees (in writing) in regard to the identification, evaluation, educational placement, or provision of a free appropriate public education. In this case, the subcommittee shall immediately refer to the CSE.

PRESCHOOL ELIGIBILITY
The Board of Regents enacted regulations that authorize the provision of special education programs and services to eligible preschool children with disabilities as of their third birthday. Although passed on September 17, 1991, this amendment is retroactive to July 1, 1991. If the child's birthdate is prior to July 1, s/he becomes eligible on January 2, prior to birthday. If the child's birthdate is on July 1 or after, the child becomes eligible on July 1. For three-year-olds already receiving services under Family Court or as a deaf infant, the Regulations allow for parent choice to continue these services through August 31.

For additional information or clarification regarding any of these amendments, please contact your local SETRC.

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FROM THE CLASSROOM

In order to provide an opportunity for practitioners to share successful instructional strategies with one another, *Perceptions* will publish a regular column that focuses upon ideas from the readers.

Submission should be on 8-1/2 by 11 inch paper, typed, double spaced. It should include:

purpose of the idea, or materials;
age group recommended for use;
description of how idea, activity, or materials are used;
and the potential benefits of the idea, activity, or material.

Submission should also include submitter's name and address, affiliation, and position.

Send ideas for "From the Classroom" to:

Ralph Flood
Assistant Editor
Reservoir Road
Wallkill, NY 12589

Classroom Organization, Behavior Management, and Teaching Hints

By Connie and Ralph Flood

If some of these ideas seem familiar to veteran teachers, it is because we geared several tips in this column to the "little things" that are not so little in results. We were looking to help first year teachers especially, and to point out that techniques which seem so ordinary to one person may be a lifesaver to another.

Please send your teaching ideas and classroom management tips to us. We are looking for ideas in all age groups, but would especially like ideas on early childhood, making mainstreaming go smoothly, and consultant teachers.

LINE UP!

Looking for a way to help younger or active students line up quietly? Many of our younger disabled or hyperactive students have difficulty lining up in the classroom. Part of the problem is the lack of a reference point.

Place a strip of tape on the floor for each student to stand behind. Make sure the strips are far enough apart so that students cannot touch each other. Each student then stands with toes to the strip for a straight line.

Sergio Torres, Newburgh City Schools

PROBLEMS WALKING THROUGH THE HALL?

Scout out fixed reference points, such as a fountain, the library door, and the corner where the hall turns. Teach the line leader to stop automatically at these points. When the entire class has stopped and is quiet, move on to the next stopping point. This can be especially helpful when the hallway is very long.

Connie Flood

THAT'S MY SEAT

For temporary work groups (1-2 days), the teacher must decide which is more of a hassle: assigning seats or having the students argue over where to sit.

One solution is to assign temporary seats with removable masking tape strips at each place, affixed before class. This method allows control over seating without wasting class time on seat assignments or arguments.

The name strips can then be removed to double as identifiers on the student's project work.

Luz Gillman, Practicum Student, SUNY, New Paltz

EASY SORTING

Tired of crayons, scissors, and other supplies lying about? Use a clear plastic shoe holder, the kind that can hang on a closet door and hold many pairs of shoes. Designate a pouch at child height for each student or group which will hold their particular supplies for the day. The top rows above child height can be used to hold extras or the items not needed that day.

Jean Mumper, Kindergarten, Ostrander Elementary, Wallkill Central Schools

TREASURE HUNT

Are your intermediate students still confused by the microwave? Not sure what a blender is? How about horizontal and vertical? Depending on a student's disability, socio-economic lifestyle, or native language, terms that middle-class teachers take for granted may be a mystery to the student.

Create file cards for common terms that students may not know. Talk about the words, even adding a few safety tips as appropriate. Encourage students to look for the words in ads or newspapers, such as the colorful store circulars in Sunday's paper.

This activity can be used to warm up a class or to fill in five minutes between the end of a lesson and the bell.

Based on an activity used by Greg Gulamerian, Intermediate teacher, Ostrander Elementary, Wallkill Central Schools

ANYSEED

Association of New York State Educators of the Emotionally Disturbed
LONG ISLAND CHAPTER
Proudly Presents

The New York State Annual Conference

MORE WITH LESS

"Educational Excellence With Diminishing Resources"

MARRIOTT WINDWATCH HOTEL
HAUPPAGE, NY

MARCH 20, 21, AND 22, 1992

This Conference is designed to present ways to meet the challenges that lie ahead of every educator and professional in creating and implementing quality educational programs in today's fiscal atmosphere.

For more information, contact your ANYSEED representative, or:

Robert T. Aiken	James Burke
516-689-9600	516-471-6400

A MESSAGE FROM THE CONFERENCE CHAIRPERSON

- CONFERENCE UPDATE -

The 27th Annual ANYSEED Conference is rapidly approaching. The Conference Committee has been working diligently to bring you relevant and exciting workshops presented by professionals from a variety of disciplines from around the Northeast.

This year's theme will be "**More With Less: Educational Excellence With Diminishing Resources.**" All conference participants will have the opportunity to "Meet the Experts" during a stimulating panel question and answer forum.

ANYSEED will provide a bulletin update at the conference site to alert you to last-minute program changes.

This year, membership fees are included in the conference registration, so you will continue to enjoy the benefits of belonging to an organization dedicated to assist professionals in dealing with the emotional problems of today's children.

I encourage you to register early to obtain special rates. Group rate packages have been established (see registration form).

I am certain that you will find the 27th Annual ANYSEED Conference to be a professionally exhilarating experience, as well as a socially enjoyable one.

Bob Aiken
Conference Chairperson

CONFERENCE SCHEDULE

FRIDAY, MARCH 20, 1992

Registration, Coffee, Exhibitors	8:00- 9:15 am
General Session	9:15-10:15
Session A	10:30-11:45
LUNCH	12:00- 1:00 pm
Keynote Address - Dr. Michael Valentine	1:00- 2:00
Session B	2:15- 3:30
Session C	3:45- 5:00
Cocktails	5:30- 7:00
Dinner, Awards	7:00- 9:00

SATURDAY, MARCH 21, 1992

Registration	8:00- 9:15 am
Session D	9:15-10:30
Coffee, Exhibitors	10:30-10:45
Session E	10:45-12:15
LUNCH	12:30- 1:30 pm
Keynote Address	1:30- 2:30
Exhibitors/ Poster Session	2:30- 3:00
Session F	3:00- 4:15
Cocktails	5:30- 7:00
Dinner, Awards	7:30- 9:00
President's Reception Entertainment, DJ	9:00-11:00

SUNDAY, MARCH 22, 1992

Annual Business Meeting	8:00- 9:00 am
Special Session Meet The Experts	9:30-11:00
Brunch and Farewell	11:00- 1:00

Exhibitors available Friday & Saturday until 4:30 pm

COLLEGE COURSE INFORMATION

The ANYSEED Professional Development Division, in conjunction with the 27th Annual Conference Committee and the Institute for Staff Development in Education at SUNY, New Paltz, are pleased to announce the establishment of a three-hour graduate course associated with the 27th Annual ANYSEED Conference, March 20, 21, and 22, 1992.

Course: 39593, Contemporary Issues and Problems in Working with Emotionally Disturbed Children

Description: Issues and problems related to working with emotionally disturbed children, as identified in the conference sessions, will be considered. In-depth analysis of the major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required.

General Course Requirements: Students are required to

1.) Attend the full 27th Annual ANYSEED Conference.
2.) Attend class sessions scheduled for March 19, 1992 at 7:30 pm, and March 22, 1992, at 9:00 am.
3.) Summarize and analyze each of the workshops attended.
4.) Propose an independent project that applies information acquired from the conference sessions.
5.) Be available for individual consultations with the course instructors with respect to the proposed independent project.
6.) Implement and evaluate the independent project.
7.) Submit written report by July 15, 1992.

Detailed guidelines for course requirements will be distributed in the first class meeting.

Registration Deadline: February 19, 1992
Fees: $240, in addition to the conference fee. Make checks payable to ANYSEED, and mail to: Ms. Claudia Peterson, ANYSEED Professional Development Division, P.O. Box 247, Glenwood, NY 14069
Registration Information: When sending the fees ($240 and conference fee), please enclose the following information: Name, Address, Home Telephone, Work Telephone, and Present Work Position.

ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS. REMEMBER TO FORWARD COURSE REGISTRATION AND CONFERENCE REGISTRATION FEES AND REGISTRATION FORMS FOR EACH. ALL FEES MAY BE COMBINED INTO ONE MONEY ORDER. The Executive Board of ANYSEED encourages early registration for the above course to avoid being closed out. This course is intended for persons willing to assume responsibility for independent study work and who have demonstrated competencies in this area.

THIS FORM IS FOR CONFERENCE REGISTRATION ONLY. YOU MUST REGISTER FOR THE HOTEL SEPARATELY.

ANYSEED'S 27TH ANNUAL CONFERENCE REGISTRATION FORM

Pre-registration form must be received by February 1st, 1992, for discount

Name ____________________ School or Agency ____________________ Presenter ____ Student ____

Home Address ____

City ____________________ State ___ Zip Code ________ Home Phone ( ) __________ Business Phone ( ) __________

School/Agency Address ____

City ____________________ State ___ Zip Code ________

Please return this form and your check (made out to ANYSEED) to:
ANYSEED CONFERENCE, Claire Roman, BOCES 2, Sherwood Corporate Center, 15 Andrea Road, Holbrook, NY 11741

SECTION I. CONFERENCE REGISTRATION FEES

CONFERENCE	BEFORE FEB. 1	AFTER FEB. 1	AMOUNT REMITTED
FULL CONFERENCE	$75.00	$100.00	
FRIDAY ONLY	$50.00	$ 70.00	
SATURDAY ONLY	$50.00	$ 70.00	

NOTE: Group Single Agency: Registered as a group (5 or more): $60.00 per person. EARLY REGISTRATION ONLY!

ALL REGISTRATION FEES INCLUDE COMPLIMENTARY MEMBERSHIP FEE (1992-1993).

PRESENTERS: No fee for Conference; check hotel registration and/or meal purchase.
STUDENTS (full-time only): Please include student ID card or letter from department chairperson. Full Conference only: $40.00

CANCELLATIONS: No cancellations will be considered after February 20th. $15.00 charge for any returned checks.

Conference registration fees do not include meals. See hotel registration and/or meal purchase.

ARE YOU STAYING AT THE HOTEL? Yes ___ No ___

SECTION II. SEPARATE MEAL PURCHASE

Meals may be purchased separately if you have submitted a conference registration, and are not staying at the hotel.

Please return this form and your check (made out to ANYSEED) to:

ANYSEED Conference
Claire Roman
Sherwood Corporate Center
BOCES 2
15 Andrea Road
Holbrook, NY 11741

FRIDAY LUNCH	$21.00	$ ________
FRIDAY DINNER	$32.00	$ ________
SATURDAY LUNCH	$22.00	$ ________
SATURDAY DINNER	$36.00	$ ________
SUNDAY BRUNCH	$21.00	$ ________

AMOUNT ENCLOSED:

Conference Fee: $________
Meal Purchase: $________

TOTAL REMITTED: $________

THIS IS FOR THE HOTEL ONLY. YOU MUST REGISTER FOR THE CONFERENCE SEPARATELY.

SECTION III. HOTEL REGISTRATION FORM

RETURN TO: ANYSEED Conference Hotel Registration
Marriott Windwatch Hotel
1717 Vanderbilt Motor Parkway
Hauppage, NY 11788

PACKAGE RATES:

Plan A includes: Two nights accommodation for Friday and Saturday
Fri. and Sat. morning coffee
Two lunches, two dinners, and Sunday brunch
All inclusive

Double occupancy - $227.81 per person ________
Single occupancy - $315.96 per person ________

Plan B includes: One night accommodation for Friday
Friday OR Saturday lunch
Friday AND Saturday dinner
Saturday morning coffee
All inclusive

Double occupancy - $140.63 per person ________
Single occupancy - $184.70 per person ________

Plan C includes: One night accommodation for Saturday
Saturday dinner
Sunday brunch
All inclusive

Double occupancy - $103.88 per person ________
Single occupancy - $147.95 per person ________

Reservations are guaranteed by submitting this form and a major credit card number to the Marriott Windwatch

Credit Card ____________________ Number ____________________ Exp. Date ____________

NAME ____

ADDRESS ____

CITY ____ STATE __________ ZIP CODE __________

HOME PHONE ( ) ______________________ BUSINESS PHONE ( ) ______________________

Please check plan: PLAN A __________ PLAN B __________ PLAN C __________

TYPE OF ACCOMMODATION: SINGLE __________ DOUBLE __________

ROOMMATE: ________________________

The ANYSEED Executive Board has established four awards which are presented at the annual conference. Any current members of ANYSEED may nominate individuals for these awards.

CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor an outstanding special education student, school or agency.

STEVEN J. APTER AWARD

The Steven J. Apter Award is presented to an outstanding individual in the field of special education. Nominations will be accepted for individuals who have made significant contributions in such areas as research/scholarship, leadership, professional achievements, and commitment to youths with handicaps.

EVERETT KELLEY VOLUNTEERISM AWARD

The Everett Kelley Volunteerism Award is presented in recognition of the spirit of volunteerism. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education.

TED KURTZ TEACHER ACHIEVEMENT AWARD

The Ted Kurtz Teacher Achievement Award is presented to an outstanding educator in the field of special education. Nominations will be accepted for teachers who have made a significant contribution and have shown commitment to individuals with handicaps.

To nominate an individual or agency, please send the following information:

Name of Award:
Name of Nominee (student, school, agency):
Address:
Telephone Number:
Submitted By (Name of ANYSEED Member):
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Biographical Sketch (student):
Historical Background (school/agency):
Program Goals (student/school/agency):
Achievements (student/school/agency):

Attach two letters from educators or professional affiliates to illustrate merit and/or program commitment.

Send nominations to one of the below :

Susan Schleef
7541 Chestnut Ridge Road
Lockport, NY 14094

Carolyn Langford
Saint Charles Learning Center
Belle Terre Road
Port Jefferson, NY 11777

SPECIAL FULL DAY SESSION

"HOW TO DEAL WITH DIFFICULT DISCIPLINE PROBLEMS"

DR. MICHAEL R. VALENTINE

Presenter

MICHAEL VALENTINE, Ph.D., received his Doctorate from UCLA in Education with a specialization in Clinical Psychology and Psychopathology. He received his Masters degrees in Sociology and Counseling Psychology and his Bachelor degree in Sociology and Psychology from California State University at Long Beach.

Mike has served in a variety of positions as teacher, counselor, administrator, and school psychologist at the elementary, junior high, continuation high school, high school, and university levels. He is currently the Coordinator of the Adult Learning Disability Program and a Lecturer/Assistant Professor for the Educational Psychology Dept. at California State University at Long Beach.

Mike is a tested and experienced workshop leader. His presentations are fast moving, energetic, humorous, easy to follow, and have a lot of practical examples. He is the author of *How to Deal with Discipline Problems in the Schools: A Practical Guide for Educators* and *How to Deal with Difficult Discipline Problems: A Family-Systems Approach*.

****

Workshop Date:	March 19, 1992
Time:	9:00 am - 4:00 pm
Place:	Marriott Windwatch 1717 Vanderbilt Motor Parkway Hauppage, NY 11788
Cost:	$50.00 registration (includes materials and coffee break)
Lunch:	A lunch buffet is available in the hotel restaurant for $8.95.

For further information, please contact:

Bob Aiken, Conference Chairperson, 516-689-9600
or
Claudia Petersen, 716-851-3832

READERS' SURVEY

WE WOULD LIKE TO KNOW........
YOUR IDEAS, REACTIONS, AND OPINIONS ABOUT
CURRENT AND EMERGING ISSUES AND PRACTICES
IN THE EDUCATION OF CHILDREN WITH EMOTIONAL DISTURBANCES!

To assist ANYSEED in responding to the concerns and needs of educators, would you please review and complete the questionnaire below and return it to:

Lynn Sarda, Perceptions Editor
Old Main Building, Room 212
State University College At New Paltz
New Paltz, New York 12561.

Responses will be shared with ANYSEED officers, Board members, and Perceptions staff in order to help our organization design proactive and relevant activities. Thank you.

QUESTIONNAIRE

Name (optional): ______________________________

Address (optional): ______________________________

Local ANYSEED chapter: ______________________________

I am willing to serve as an area representative or liaison for ANYSEED (please circle):

1. Yes
2. No
3. I would like more information about this.

If 1. or 3., be sure to provide your name and mailing address on this form.

Please indicate the appropriate response to the following questions.
We value both an expression of your interest in each topic and your opinion about the topics as well.

INTEREST LEVEL:	HIGH	MEDIUM	LOW
1. I would like to know about the New Compact For Learning and how it affects my work in the field. Reaction/Opinion Comments:	H	M	L
2. I am interested in learning more about the role of VESID. Reaction/Opinion Comments:	H	M	L

3. I would like information about infusion. H M L
Reaction/Opinion Comments:

4. I am interested in learning about bilingual special education practices. H M L
Reaction/Opinion Comments:

5. I need to know more about the consultant/collaborative teaching model. H M L
Reaction/Opinion Comments:

6. I would like to know how education reform issues are affecting special education practices. H M L
Reaction/Opinion Comments:

7. I would like to learn how education reform might affect the role of the special educator. H M L
Reaction/Opinion Comments:

8. I am interested in alternative programming for at-risk students. H M L
Reaction/Opinion Comments:

9. I am interested in successful practices in mainstreaming/inclusion. H M L
Reaction/Opinion Comments:

10. My reaction to class size changes is:

11. My reaction to the collapsed IEP is:

12. I would like to see ANYSEED:

13. Other Comments:

Questionnaire may be copied.

NOTICE–NOTICE–NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

Subscription requests will be accepted in any year to commence with the Fall issue. Non-members wishing to subscribe should complete the following form and return it with their remittance.

ENTER SUBSCRIPTION IN FOLLOWING NAME:

Name: ____________________

Street: ____________________

City: ____________________ Zip: __________

TYPE OF SUBSCRIPTION:		Check Type
Individual	$30.00	______
Institution (single copy per issue)	$36.00	______
Institution (10 copies per issue)	$100.00	______

HOW PAID:	Check Method
Individual Check	______
District Purchase Order	______
District/Organization Check	______

Total Amount Enclosed: __________

RETURN REMITTANCE TO:

Thomas Alcamo
24 Admiral Road
Buffalo, NY 14216

Advertisements

Advertisements in the journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	$75	$125	$200
1/2 Page	$125	$200	$350
Full Page	$200	$300	$500
2-1/4 x 3-1/2" boxed classified	$25	$50	$80

For additional information, please contact:

Robert Aiken
BOCES II
100 Suffolk Avenue
Stoney Brook, New York 11790

ANYSEED

ASSOCIATION of NEW YORK STATE EDUCATORS of the EMOTIONALLY DISTURBED
c/o Thomas Alcamo, 24 Admiral Road, Buffalo, NY 14216

Chartered by the Board of Regents

INSTRUCTIONS: Please complete and mail—to the above address—with a check for thirty dollars ($30.00), payable to "ANYSEED" as dues
Please select a local chapter affiliation by checking a box **below**.

PLEASE PRINT OR TYPE:

Name ☐ Miss ☐ Mr ☐ Mrs ☐ Dr ____________________

HOME ADDRESS

____
(Number) (Street) (Apt. if needed)

____
(City) (County) (State) (Zip)

( ) ____________________
Telephone

CHECK ONE: ☐ New Member ☐ Renewal

ADDRESS at WORK

____
Your Position or Title

____
(School, Institution, or Agency)

( ) ____________________
Telephone

____
(Street Address)

____
(City) (County) (State) (Zip)

(PLEASE CHECK ONE BELOW)

***CHAPTER MEMBERSHIP**—I WISH TO BECOME A MEMBER OF

- ☐ NEW YORK CITY LOCAL CHAPTER
- ☐ ROCHESTER, NEW YORK LOCAL CHAPTER
- ☐ ALBANY/CAPITAL DISTRICT LOCAL CHAPTER
- ☐ LONG ISLAND CHAPTER
- ☐ UTICA LOCAL CHAPTER
- ☐ WESTERN NEW YORK LOCAL CHAPTER
- ☐ SOUTHERN TIER LOCAL CHAPTER
- ☐ SYRACUSE LOCAL CHAPTER
- ☐ MID-HUDSON LOCAL CHAPTER
- ☐ MASS. EDUC. DIST. CHILD

PLEASE FIND MY CHECK FOR $30.00 WHICH WILL COVER BOTH STATE AND LOCAL DUES

OFFICE USE ONLY

MC	______	Long Island	______	Albany	______
TR	______	MEDC	______	Syracuse	______
NYC	______	FC	______	Utica	______
Roch	______	WNY	______	Mid-Hudson	______
Southern Tier	______	State	______		

ASSOCIATION—STUDENT OR RETIRED—MEMBERSHIP

☐ I am a full-time student. Enclosed is my **$15.00** dues.
(This membership requires the counter-signature of your Department Chairman.) Select a local chapter affiliation by checking a box at the left.

☐ I am a retired teacher, paraprofessional, supervisor or administrator
Enclosed is my **$15.00** dues.
Select a local chapter affiliation by checking a box at the left.

____
Signature of Department Chairman

Contribution in Addition to Membership Fee	**Amount**
☐ Conrad Hecht Memorial Fund	______
☐ Steven Apter Fund	______

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Perceptions

Volume 26, Number 4

FALL 1991

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

ANYSEED'S
27th ANNUAL CONFERENCE
March 20, 21, 22, 1992

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EDUCATORS of the
EMOTIONALLY DISTURBED
14 Maple Street, Scottsville, NY 14546

Perceptions

Volume 27 Number 1

Winter 1992

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

MORE WITH LESS

Educational Excellence
with
Diminishing Resources

CONFERENCE ISSUE
FULL CONFERENCE PROGRAM

BEST COPY AVAILABLE

Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Guidelines for Submission of Articles

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

title of article
name of author(s), affiliation
address(es) of author(s)
telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances.

Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

Lynn Sarda, Editor *Perceptions*
Old Main Building 212
State University of New York
New Paltz, New York 12561

Perceptions

Winter 1992 · Volume 27 · Number 1

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The advertisements and views expressed in *Perceptions* are not necessarily endorsed by the general membership or executive board of ANYSEED.

Special Pre-Conference Session with Dr. Michael Valentine-March 19, 1992

27th ANNUAL ANYSEED CONFERENCE PROGRAM

March 20-22, 1992 **Winter 1992**

MORE WITH LESS: EDUCATIONAL EXCELLENCE WITH DIMINISHING RESOURCES

PANEL OF EXPERTS

James Fogarty	Warren Glick
Stephen Berman	Carolynn Johansen
Dr. Allen Elstein	Benjamin Herzweig
Pamela Betheil	James Stowell

MICHAEL R. VALENTINE is the former Coordinator of the Adult Learning Disabilities Center at the University of California, Long Beach. He is a practicing counselor, school psychologist, and family-systems therapist. For more than twenty years, Dr. Valentine served as teacher, counselor, and school psychologist with the various unified school districts in California, where he worked at the elementary, junior-high, senior-high, and continuation-high school levels.

He is the author of *How to Deal With Discipline Problems in the Schools* which is a manual for school personnel who are faced with having to deal with discipline problems in the school setting. Dr. Valentine presents many of the reasons for ineffective disciplinary strategies and also how to replace them with an effective system that works.

DR. MARYANNE DRISCOLL is an adjunct professor at Touro College's Health Sciences Graduate Program. She has taught at Columbia University and Hofstra University. She served as the head of the Hofstra/Westbury Teacher Corps and has worked as a consultant for the Learning Institute. She is co-author of the book *The Successful Classroom: Management Strategies for Regular and Special Educators.*

Dr. Driscoll's expertise spans several areas including behavior management, motivation, self-esteem, adolescence, parent-training, and special education. In her consultation with districts who are attempting to improve instruction for "high-risk" adolescents, she has spent many hours in classrooms helping teachers deal with difficult situations. Her workshops on self-esteem recognize the needs of special and regular students and, more importantly, her workshops help classroom teachers and parents build and maintain their own self-esteem.

MARRIOTT WINDWATCH HOTEL, HAUPPAGE, LONG ISLAND

GRADUATE COLLEGE CREDIT REGISTRATION FORM ENCLOSED DEADLINE 2/19/92

SPECIAL REGISTRATION FOR PRE-CONFERENCE WORKSHOP "HOW TO DEAL WITH DIFFICULT DISCIPLINE PROBLEMS"

BEST COPY AVAILABLE

Message From The Conference Chairperson

1992 will mark the 27th Annual ANYSEED Conference. The theme of this year's conference was chosen to reflect and effectively respond to the fiscal challenges that have risen in the state education budget. This year's theme, ***"More With Less: Educational Excellence With Diminishing Resources,"*** *attempts to provide necessary and creative answers to today's educational challenges. All conference participants will have the opportunity to "Meet the Experts" during a stimulating panel question and answer forum.*

The keynote speakers this year will be Dr. Michael Valentine, addressing difficult discipline problems, and Dr. Maryanne Driscoll, who will speak on self-esteem. In addition, Dr. Valentine will conduct a special one-day workshop on Thursday, March 19th (see special registration form).

This issue of Perceptions reflects the current conference schedule. ANYSEED will provide a bulletin update at the conference site to alert you to last-minute changes.

This year, membership fees are included in the conference registration, so you will continue to enjoy the benefits of belonging to an organization dedicated to assisting professionals in dealing with the emotional problems of today's children.

I encourage you to register early to obtain special rates. Group rate packages have been established (see registration form).

The conference committee and I look forward to seeing you in Hauppage. In addition to our panel of experts and our outstanding keynote speakers, we have an exciting and stimulating array of workshops to present. Please join us, and together we will have a professionally exhilarating and socially enjoyable experience.

Conference Chairperson
Bob Aiken

27TH ANNUAL ANYSEED CONFERENCE

MARRIOTT WINDWATCH HOTEL

HAUPPAGE, LONG ISLAND, NEW YORK

CONFERENCE PROGRAM

THURSDAY, MARCH 19, 1992
ALL-DAY WORKSHOP
DR. MICHAEL R. VALENTINE

FRIDAY, MARCH 20		SATURDAY, MARCH 21		SUNDAY, MARCH 22, 1992	
Exhibit Set-up	7:00 am	Continental Breakfast	8:00 am	Annual Business Meeting	8:00- 9:00 am
Continental Breakfast	8:00	Exhibits	8:00- 5:00	Panel Discussion Meet The Experts	9:30-10:30
Registration	8:00- 9:15	Session V	9:15-10:15	Brunch	10:30-12:00
General Session (I)	9:15-10:15	Session VI	10:30-11:30		
Session II	10:30-11:30	Lunch	12:00- 1:00 pm		
Lunch	12:00- 1:00 pm	Keynote Speaker Dr. Maryanne Driscoll	1:00- 2:00		
Keynote Speaker - Dr. Michael Valentine	1:00- 2:00	Session VII	2:00- 3:00		
Session III	2:00- 3:00	Session VIII	3:15- 4:15		
Session IV	3:15- 4:15	Reception	6:00- 7:00		
Reception	6:00- 7:00	Dinner	7:00-11:00		
Dinner	7:00-11:00				

FRIDAY, MARCH 20, 1992
9:15-10:15
GENERAL SESSION

EXPERT PANEL DISCUSSION
James Fogarty, Panel Moderator, Director of Special Education, BOCES 2
Stephen Berman, Supervisor, NYS Education Dept. Office for Special Ed. Services, Long Island Regional Office
Dr. Allen Elstein, Director of Lake Grove School, Lake Grove, NY
Pamela Bethiel, Vice-President of NYS School Boards Association, Board of Education Member, BOCES 2
Warren Glick, Assistant Superintendent, West Islip S.D.
Carolynn Johansen, Parent of a Special Ed. child
Benjamin Herzweig, Attorney, Pelletrau & Pelletrau
James Stowell, Director of Special Education, Southern Westchester BOCES

A distinguished and knowledgeable panel of experts will respond to prepared questions from the panel moderator, Mr. James Fogarty. The panel will be representative of many facets of our educational system. Dr. Edward Milliken, Chief Executive Officer of BOCES 2 will deliver an opening address to begin the panel discussion which will focus on the future of education in light of the recent fiscal reductions.

10:30-11:30
SESSION II

1. **TORT LIABILITY**
   Benjamin L. Herzweig, Esq., Assigned Defense Counsel on behalf of school districts in the area of tort liability

This workshop will discuss the area of tort liability with respect to school districts' and special educators' responsibilities legally and financially.

Salon A

2. **ADDICTION PREVENTION IN THE CLASSROOM**
   Vicky Iozzia, Coordinator of Special Education, Middle Country School District, Centereach, NY

This workshop will explore aspects of addictions. We will define "addiction," consider types of addictions, and discuss the applicability of this subject to the emotionally disturbed population and to professionals in this field. Areas which influence knowledge and behaviors in addictions will be explored. Teaching and counseling techniques for everyday and special lessons which have been used in classrooms will be presented, as well as resources which can be integrated and used in the curriculum. Ideas and materials by John Bradshaw and Anne Wilson Schaef, as well as the BABES program, will be presented.

Salon B

3. **ANGER CONTROL FOR EDUCATORS**
   Randolph B. Ecton, Psychologist, Sagamore CPC

The Anger Control workshop will provide participants with a comprehensive orientation on how to manage one's own anger in stressful situations. Participants will be provided with skills training in the area of how anger occurs and the 5-step anger/self-control approach. By learning skills in these areas, participants will be able to help their students learn how to control their own anger.

Salon C

4. **DIAGNOSIS AND ASSESSMENT OF AUTISM AND PERVASIVE DEVELOPMENTAL DISORDERS**
   Dr. Michael Eberlin, Psychologist, and Stuart Ible, Psychologist, Developmental Disabilities Institute

After a brief historical perspective, current diagnostic criteria (DSM-IIIR), associated features and prognostic indicators of autism will be discussed. Assessment methods will be discussed as well.

Salon F

5. **INCREASING PERSONAL AND PROFESSIONAL EFFECTIVENESS**
   Susan Hastings

Understanding and being understood by ourselves, colleagues, students, and administrators is an ongoing challenge for teachers today. In this lively and experiential session, participants will discover their own personal communication and motivation styles, as well as learn how to read, and therefore interact more effectively with, the styles of others. This increased awareness has the potential to result in greater understanding and harmony in all relationships, both personally and professionally.

Salon G

6. **THE AGING-OUT STUDENT**
   Fran Montalbano, Social Worker, BOCES 2

Planning for a successful transition from school to work and independent living requires careful preparation, especially when the severity of a student's disability may require additional services after program completion. This presentation will review the roles of occupational and academic educators as well as those of agencies such as VESID, OMRDD, Social Security, etc.

Salon H

2:00-3:00
SESSION III

1. **COMPUTER DATABASES AND LOCAL AREA NETWORKS AS A SUPPORT SERVICE TOOL**
   Janine Woods, Vocational Evaluator, and Mark Klepper, Computer Coordinator, BOCES 2

Quick access to information regarding student learning needs can improve program performance in providing for appropriate teaching strategies and targeted support services. This presentation reviews the application of a computer database to provide such services in an occupational program setting.

Salon A

2. **PERSONAL SPACE: WHAT IS IT AND WHY TEACH IT?**
Mary T. Sarko, ACSW, and Cora Hoberman, ACSW, Developmental Disabilities Institute

This workshop will focus on the need for students to recognize the appropriate and inappropriate levels of physical interaction from people in their community and in their school programs and living environments.

Salon B

3. **TRANSFORMATION: EDUCATING CHILDREN AND OURSELVES TO BECOME RESILIENT TO TRAUMA AND ADVERSITY**
Joseph V. Burger, PhD, Dowling College

This workshop will explore our own personal perspectives as well as those of our students and how we can be enlightened by them.

Salon C

4. **THE OCCULT AND TODAY'S YOUTH**
Deacon Brian J. McNulty, MS Ed., MA Theo., Children's Services at Rochester Psychiatric Center

This workshop will explore popular culture to look at signs of Satanism and how they are displayed. The participants will see examples of these designs in their everyday world. The presentation will also discuss music lyrics and the general values that are promoted by some black rock groups: violence, suicide, sexual aggression, satanism, substance abuse, and anarchy. The effect of these themes on a person with a negative self-image will be presented.

Salon F

5. **THE LONG ISLAND MENTAL HEALTH PLAYERS**
Phyllis March, Fran Barnhill, and Diana Dantuono, Pilgrim Psychiatric Hospital

The L.I.M.H. Players will discuss and demonstrate how they have utilized role play to depict topics such as pregnancy, depression, etc. that face children today.

Salon G

6. **LEARNING STYLES AND THE SPECIAL EDUCATION STUDENT**
Dr. Daniel Sanvitale, Psychologist, Central Islip S.D.

This workshop will discuss how to relate temperament and learning styles to the education of Special Ed. students. This type of information would facilitate not only the student's acclimation to the school setting, but also the educator's capacity to effectively communicate with students of all temperament styles.

Salon H

3:15-4:15
SESSION IV

1. **INTERACTIVE VIDEO AS AN EDUCATIONAL TOOL**
James Crook, Vice-President, ACTV Corporation

Current technology is in the process of revolutionizing our relationship with computers and video images. This presentation will review one innovative approach that is currently being tested on Canadian Television as a way for viewers interact with the show they are watching. The enabling technology has dramatic implications for educating students in an occupational as well as an academic setting.

Salon A

2. **VESID - EXPANDED ROLE TRANSITION FROM SCHOOL TO ADULT SERVICES**
Jerold Donowitz, District Manager, NY State VESID

Adult services for persons with disabilities are in an era of change which includes much more cooperation and coordination among VESID, OMH, OMRDD, and other major providers of adult services. We are in an era of consumerism, when access to and the provision of appropriate, timely services is extremely important.

One of VESID's target populations is students with disabilities who are about to age out or graduate from high school and are ready for the provision of adult services. There are many changes in those adult services which will positively impact on students. These include the provision of services in the least restrictive environment and the provision of a new type of service called supported work. This workshop will explore such areas as the Statewide Interagency Council, the Statewide Intra-Agency Council (within the State Education Department), the services which are available within Suffolk County, and the preferred method of referral to VESID.

Salon B

3. **PERSONAL POWER**
Sandra Kant, Teacher, BOCES 2, Outreach House II

Personal Power is an interactive video Anger Control program that helps students get in touch with their feelings in an effort to understand and control their behavior. In this workshop, we will describe the use of multimedia presentations which consist of the Macintosh computer, "Classmate" software, Hypercard, and laserdisc motion pictures. Through the use of these tools, we are able to control the content of popular movies and provide students with specific segments that enable them to interpret, integrate, and sort out feelings. Personal Power allows students to experience feelings that were once destructive in their lives and learn the skills necessary so that when they experience these same feelings again the outcome will be less destructive. The goal of Personal Power is to "use our head, not our hands!"

Salon C

4. INTEGRATING VOCATIONAL SERVICES IN A SPECIAL EDUCATION PROGRAM FOR SEVERELY DISABLED SPECIAL EDUCATION STUDENTS

Karen Gato, Ass't Director of Education, Developmental Disabilities Institute

This workshop will discuss issues in design implementation and assessment for both special education programming and for vocational placement and training for the aging-out student.

Salon F

5. LEARNING STYLES INVENTORY

R. Russell Dalia, Education Supervisor, Pinefield Children's Center, Utica, NY

This workshop will focus on Teacher Learning Climate Inventory (TLC), a simple diagnostic tool that will enable the teacher to obtain the most meaningful information possible on a student's learning style. The TLC-LSI is not a test but a diagnostic assessment of how the student perceives him/herself as a learner. The components will be: administering the TLC-LSI, scoring, analysis, utilizing the scores to establish motivational patterns, learning styles, and classroom management.

Salon G

6. ASSESSING THE DAMAGE FROM AT-RISK BEHAVIOR AND EVALUATING THE EFFECTIVENESS OF SYSTEMATIC INTERVENTION IN A VOCATIONAL SETTING

Steve Jambor, School Psychologist, Southern Westchester BOCES

Numerous definitions of "at-risk" youth have appeared during the past decade as well as a plethora of intervention strategies. This explosion of concern has raised awareness of the dropout problem but has also created some confusion about the identification and treatment of the phenomena. The present research sought to address this situation by introducing one systematic approach to defining "at-risk" behavior, developing appropriate support, and experimentally analyzing the outcomes.

Salon H

SATURDAY, MARCH 21, 1992
9:15-10:15
SESSION V

1. COMMUNICATIONS CONCEPTS FOR SPECIAL EDUCATION TEACHERS: LANGUAGE AND SPEECH PREREQUISITES

David Jaffe, Speech and Language Pathologist, Dowling College, Oakdale, NY

This seminar will discuss Language and Speech prerequisites to assist the classroom teacher.

Salon A

2. TEAM TEACHING: TWO APPROACHES FOR OPTION III

Kathy Overman, Susan Santacesaria, and Sue Flood, Special Education Teachers, St. Joseph's Villa Campus School, Rochester, NY

Presenters will share the thrills and spills of designing two separate team teaching approaches for students in Option III classrooms at a residential school for adolescents with emotional disabilities.

One approach involves combining the students and teaching staff of two Option III classrooms. This facilitates a greater sense of community and provides students with a variety of choices for interacting with other peers. Many ideas will be shared to help students become involved in their own learning.

The other approach evolved from the students' need for and the teacher's desire to teach more group lessons. It involves three Option III classrooms changing classes for various subjects. Observe the everyday challenges and catch their vision for long-term success.

Salon B

3. LAUGHTER IS THE BEST MEDICINE

Neil Fenton, Psychologist and Director of Education and Training for Suffolk County Mental Health, a division of Suffolk Health Services

A good laugh can make a world of difference! This workshop will explore the following areas:

- -Difference between being funny and having a sense of humor
- -Psychological aspects of humor benefits
- -Positive and negative humor
- -How to put more humor in your life.

Salon C

4. POST-TRAUMATIC STRESS DISORDER IN CHILDREN: THE IMPACT OF CHILD ABUSE ON GROWTH AND DEVELOPMENT

Dr. Gerald A. Fishman, Licensed Psychologist, Parson's Child and Family Center, Albany, NY

In-depth discussion of the varied ways that P.T.S. disorder manifests itself longitudinally with particular reference to the long-term diagnosis of child abuse and neglect.

Salon F

5. HIV+ CHILDREN: THE PROBLEM, THE RISK

Deacon Brian J. McNulty, MS Ed., MA Theo., Advisory Board of Elisha House (An alternative home for the terminally ill)

In classrooms around the country, teachers and staff are being exposed to children that have lived with HIV Positive parents, friends, and relatives. Some of these children have had the stigma of the disease attached to them. Some have experienced the death of a close person to this disease. Some may be carriers of the virus that is the cause of such difficulty. This workshop will discuss the latest information on HIV, the issues of having HIV Positive children in our classrooms, and the future implications of this disease for our communities.

Salon G

6. **READING AND WRITING CONNECTIONS IN THE SPECIAL EDUCATION CLASSROOM**
   Elizabeth A. Bergin, Special Education Teacher, French Hill Program, Putnam Northern Westchester BOCES

Reading and writing integration is alive and well in the Special Education classroom. In this workshop, the presenter will demonstrate how to use the writing workshop and reading across the curriculum with emotionally disturbed and learning disabled students in a self-contained classroom. The discussion will contain a brief overview of the writing process and how this program is meeting with success with a group of ED/LD students. There will be practical suggestions on how to put a similar program to work in the classroom. This presentation is geared to special educators working with grades 4-6.

Salon H

10:30-11:30
SESSION VI

1. **STRESS REDUCTION AND SELF-INSTRUCTION TRAINING FOR SPECIAL EDUCATION STUDENTS**
   Dr. Ray Aranda, PSYD Director of Nassau and Queens Stress and Wellness Center

This workshop will provide hands-on teaching methods and discussion to give students the tools to overcome anxiety which might interfere with learning.

Salon A

2. **THE ADAPTATION OF THE LIONS QUEST FOR THE NEEDS OF THE EMOTIONALLY DISTURBED STUDENT: SKILLS FOR NORMAL DEVELOPMENT AND SURVIVAL**
   Ken Peters, Assistant to the Executive Director and Special Projects Administrator, Bronx Children's Psychiatric Center

This workshop will describe the implementation and use of a novel, comprehensive curriculum from K-12. During the summer of 1991, under a Drug Free Schools Grant, Resource Guides were developed for ED students. This hands-on workshop will explore the application of lessons on self-esteem, peer relationships, emotions, decision making and goal setting for children of special needs. Come, be "energized" and exposed to a package well researched and used in over 12,000 schools in North America and in 22 countries.

Salon B

3. **CULTURAL APPROACHES TO THE EDUCATION OF AFRICAN AMERICANS**
   Brother Ishan A. Aziz, Thinking Straight Institute

This workshop will explore the Afrocentric model to better motivate African American children.

Salon C

4. **MULTI-CULTURAL INSENSITIVITY: THE CONSEQUENCES OF TEACHER FEAR, LOATHING, AND HATRED OF BLACK MALES**
   Dr. Herbert L. Foster, Professor, SUNY Buffalo

This workshop will discuss the impact of "stereotypical" black male behavior from an ethnocentric point of view, and how it impacts on both the educator and the education system.

Salon F

5. **TRANSITIONING AND REINTEGRATING STUDENTS FROM MORE TO LESS RESTRICTIVE EDUCATIONAL PROGRAMS IN LOCAL PUBLIC SCHOOLS**
   Dr. Howard S.Muscott, Principal, Walden School, and Carol Franks-Randall, Assistant Director of Special Education, Putnam/Northern Westchester BOCES

This workshop presentation will provide participants with information on a program model designed to reintegrate students with emotional disturbances from center-based education facilities to local public schools. This model has been successfully implemented in both lower New York State and the State of Oregon.

Salon G

6. **PROJECT R.I.D.E**
   Dr. Larry Makeadi, Associate Professor of Education, SUNY Fredonia

A staff development program to help teachers accommodate individual differences within regular classroom settings. There are three major components of Project R.I.D.E.: a self-evaluation of effective classroom practices; a computerized tactics bank; and video library (SWAT: Schoolwide Assistance Teams).

Salon H

2:00-3:00
SESSION VII

1. **A FAMILY SYSTEMS APPROACH TO DIFFICULT DISCIPLINE PROBLEMS**
   Dr. Michael Valentine, Ass't Professor, Educational Psychology Dept., California State University at Long Beach

How to run a briefly structured parent-student-teacher conference designed to solve discipline problems in the classroom and at home.

Salon A

2. WORKING WITH CHILDREN AT RISK

Thomas Connelly, Director of Special Counseling Programs, Wappingers Falls School District, NY

This workshop discusses how the community can network with school and family to create protective factors to give children resiliency.

Salon B

3. A POTPOURRI OF CREATIVE TEACHING IDEAS AND THE TEACHER AS RESEARCHER

Kristin Kendal-Jakus, Classroom Teacher, Self-Contained Special Ed. Junior-Senior High School, St. Joseph's Villa, Rochester, NY

This workshop will offer practical and creative teaching strategies to facilitate learning for every student. The workshop will focus on the Whole Language philosophy, which has been used successfully in classrooms of emotionally disturbed youth containing a wide range of instructional levels from grade one through senior high. Specific ideas for projects that use natural learning situations will be discussed.

Salon C

4. CHILDREN WITH TRAUMATIC BRAIN INJURY: WHAT EVERY EDUCATOR SHOULD KNOW

Theresa Finnegan, Special Ed. Teacher, Oneida County BOCES, New Hartford, NY
Marcia Saran, Special Ed. Teacher, School 84, Buffalo, NY
Ted Kurtz, Principal, Gateway Youth and Family Services, Williamsville, NY
Bob Michael, Coordinator of Special Education, SUNY, New Paltz

This presentation will give an overview of the nature and needs of students with TBI; discuss classroom accommodations; and present specific teaching strategies to meet the unique needs of this population. In addition, identified teacher competencies for effectively working with students with TBI will be shared.

Salon F

5. E.A.S.E.: A MODEL FOR SUCCESS

William Schierlitz and Claudia Petersen, Program Coordinators, E.A.S.E. Program, Buffalo Public School System

This workshop is best described by its title: "E.A.S.E." the acronym for Educational Assistance for Special Education. E.A.S.E. has made it easy for teachers, administrators, students, and parents to meet the more frustrating of educational challenges: the teaching of reading and math to students who are handicapped and performing academically two or more years below grade expected level.

Through a unique and highly creative collaboration of educational resources, E.A.S.E. provides a multi-disciplinary, multi-cultural, and multi-sensory reading, language, and math program that has empowered handicapped students to be competitive and on grade level.

After 12 years of outstanding results, E.A.S.E. was recognized as a National Model Site in November of 1989. E.A.S.E. and 250 teachers were acknowledged for their excellence.

Salon G

6. SUPPORTED EMPLOYMENT AND LONG TERM FOLLOW-UP

Brian McIlvain, Supported Employment Instructor, BOCES 2

Supported Employment is a viable alternative to a sheltered workshop placement for many severely disabled persons. This presentation will review the components and experiences of a program coordinated by the Occupational and Technical Education Division at BOCES 2, Suffolk.

Salon H

3:15-4:15
SESSION VIII

1. SUCCESSFUL MAINSTREAMING OF STUDENTS INTO OCCUPATIONAL EDUCATION CLASSES

Christine Contry and Debra Bardona, Mainstream Counselors, BOCES 2

Many mainstreamed students require appropriate support services to be successful in their occupational program placement. Counseling is one such service that can be critical in assuring maximum student achievement. The counselor's role as a student advocate, mediator, information collector, and sympathetic ear will be reviewed.

Salon A

2. MONITORING CHILDREN ON MEDICATION: THE EDUCATOR'S ROLE

Dr. Joseph R. Trippi, Professor, Special Education, SUNY New Paltz

This workshop is designed to help educators and other caregivers participate more fully in drug therapy programs for children and adults who may be prescribed medication. Suggestions for observing, recording, and reporting data on behavioral changes which may be the result of medication are presented.

Salon B

ANYSEED gratefully acknowledges the support and participation of the following organizations in the 1992 Annual Conference:

- ***NYSAVESNP (New York State Association of Vocational Education Special Needs Personnel)***
- ***SEALTA (Special Education Administrators Leadership Training Academy)***

3. VOCATIONAL ASSESSMENT THROUGH A COOPERATIVE SERVICES MODEL

Robert Kavanaugh and Audrey Ventimiglia, Vocational Evaluators, BOCES 2

Vocational Assessment is a requirement in New York State for all students with handicapping conditions who are being considered for an occupational program. This presentation reviews how this requirement is being met through a district-based team approach.

Salon C

4. INTERVENTION: PREPAREDNESS FOR CRISES

Joseph V. Berger, PhD, Dowling College School of Education

This interactive workshop is designed to help participants clarify their own thoughts and behaviors and develope an effective and efficient model of interventive caregiving.

Salon F

5. SOCIAL PERCEPTUAL DEFICITS IN THE E.D. AND L.D. POPULATIONS

Barry McNamara, PhD, Dowling College

This workshop will explore how social perception can impact on a special education population within the school setting among educators and other caregivers.

Salon G

6. HUMAN SEXUALITY EDUCATION FOR EXCEPTIONAL STUDENTS

Peggy Jo Wallis, Trainer, Wallis Associates, Special Educator and Consultant, Albany, NY

Everyone, regardless of the nature or extent of their ability or disability, is a sexual being. This workshop will examine the necessity for addressing issues of sexuality with students who are disabled and their families.

Salon H

NOTES:

Special Full Day Session

"How To Deal With Difficult Discipline Problems"

DR. MICHAEL R. VALENTINE
Presenter

MICHAEL VALENTINE, Ph.D., received his Doctorate from UCLA in Education with a specialization in Clinical Psychology and Psychopathology. He received his Masters degrees in Sociology and Counseling Psychology and his Bachelor degree in Sociology and Psychology from California State University at Long Beach.

Mike has served in a variety of positions as teacher, counselor, administrator, and school psychologist at the elementary, junior high, continuation high school, high school, and university levels. He is currently the Coordinator of the Adult Learning Disability Program and a Lecturer/Assistant Professor for the Educational Psychology Dept. at California State University at Long Beach.

Mike is a tested and experienced workshop leader. His presentations are fast moving, energetic, humurous, easy to follow, and have a lot of practical examples. He is the author of *How to Deal with Discipline Problems in the Schools: A Practical Guide for Educators* and *How to Deal with Difficult Discipline Problems: A Family-Systems Approach.*

Workshop Date:	March 19, 1992
Time:	9:00 am - 4:00 pm
Place:	Marriott Windwatch 1717 Vanderbilt Motor Parkway Hauppage, NY 11788
Cost:	$50.00 registration (includes materials & coffee break)
Lunch:	A lunch buffet is available in the hotel restaurant for $8.95.

For further information, please contact:

Bob Aiken, Conference Chairperson
516-689-9600

Claudia Petersen
716-851-3832

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Advertisements

Advertisements in the journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	$75	$125	$200
1/2 Page	$125	$200	$350
Full Page	$200	$300	$500
2-1/4 x 3-1/2" boxed classified	$25	$50	$80

For additional information, please contact:

Robert Aiken
BOCES II
100 Suffolk Avenue
Stoney Brook, New York 11790

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COLLEGE GRADUATE CREDIT

The ANYSEED Professional Development Division, in conjunction with the 27th Annual Conference Committee and the Institute for Staff Development in Education at SUNY, New Paltz, are pleased to announce the establishment of a **three-hour graduate course** associated with the 27th Annual ANYSEED Conference, March 20, 21, and 22, 1992.

Course: 39593

Contemporary Issues and Problems in Working with Emotionally Disturbed Children

Description: Issues and problems related to working with emotionally disturbed children, as identified in the conference sessions, will be considered. In-depth analysis of the major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required.

General Course Requirements: Students are required to

1.) Attend the full 27th Annual ANYSEED Conference.
2.) Attend class sessions scheduled for March 19, 1992 at 7:30 pm, and March 22, 1992, at 9:00 am.
3.) Summarize and analyze each of the workshops attended.
4.) Propose an independent project that applies information acquired from the conference sessions.
5.) Be available for individual consultations with the course instructors with respect to the proposed independent project.
6.) Implement and evaluate the independent project.
7.) Submit written report by July 15, 1992.

Detailed guidelines for course requirements will be distributed in the first class meeting.

Registration Deadline: February 19, 1992
Fees: $240, in addition to the conference fee. Make checks payable to ANYSEED, and mail to: Ms. Claudia Peterson, ANYSEED Professional Development Division, P.O. Box 247, Glenwood, NY 14069
Registration Information: When sending the fees ($240 and conference fee), please enclose the following information: Name, Address, Home Telephone, Work Telephone, and Present Work Position.

ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS. REMEMBER TO FORWARD COURSE REGISTRATION AND CONFERENCE REGISTRATION FEES AND REGISTRATION FORMS FOR EACH. ALL FEES MAY BE COMBINED INTO ONE MONEY ORDER. The Executive Board of ANYSEED encourages early registration for the above course to avoid being closed out. This course is intended for persons willing to assume responsibility for independent study work and who have demonstrated competencies in this area.

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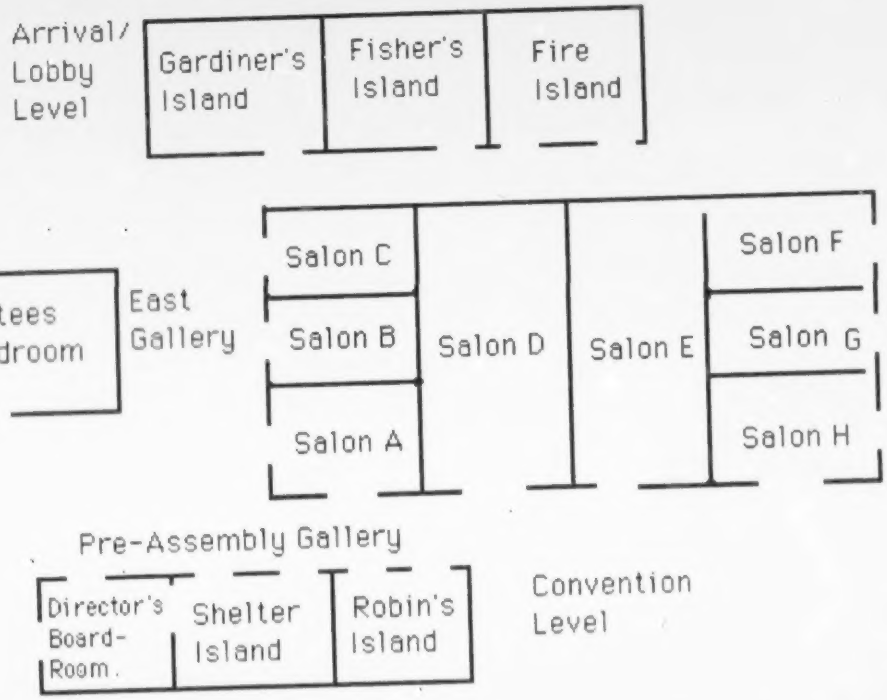
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Salon G
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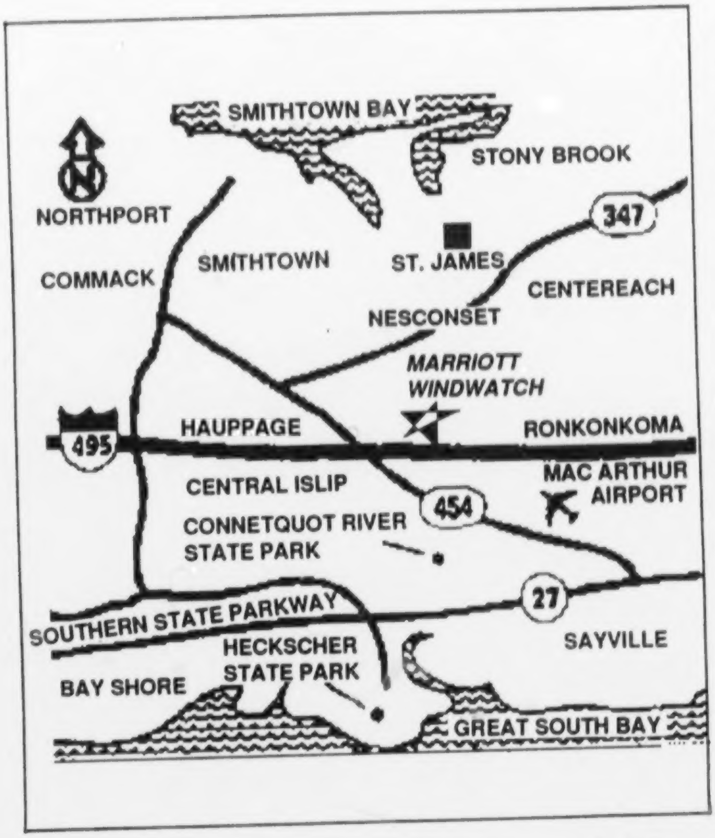
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DIRECTIONS

From Manhattan and Points West
Midtown Tunnel to Long Island Expressway (495) East to exit 57 (Veteran's Memorial Highway). Turn left at light onto Vanderbilt Motor Parkway - continue on Motor Parkway. Hotel on left.

From La Guardia Airport
Grand Central Parkway East to Northern State Parkway to Long Island Expressway (495) East to exit 57 (Veteran's Memorial Highway). Turn left at light onto Vanderbilt Motor Parkway - continue on Motor Parkway. Hotel on left.

From JFK Airport
Belt Parkway East to Southern State Parkway (East) to Sagtikos State Parkway to Long Island Expressway (495). East to exit 57 (Veteran's Memorial Highway). Turn left at light onto Vanderbilt Motor Parkway. Continue on Motor Parkway, hotel on left.

From MacArthur Airport
Right on Veteran's Highway (continue 5 miles). Turn right at light onto Vanderbilt Motor Parkway. Continue on Motor Parkway, hotel on left.

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THIS FORM IS FOR CONFERENCE REGISTRATION ONLY.
YOU MUST REGISTER FOR THE HOTEL SEPARATELY.

Pre-registration form must be received by February 1st, 1992, for discount

Name ______________________ School or Agency ___________________________ Presenter ____ Student ____
Home Address ____
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School/Agency Address ____
City ______________________ State ___ Zip Code ________ Business Phone ( ) __________

Please return this form and your check (made out to ANYSEED) to:
ANYSEED CONFERENCE, Claire Roman, BOCES 2, Sherwood Corporate Center, 15 Andrea Road, Holbrook, NY 11741

SECTION I. CONFERENCE REGISTRATION FEES

CONFERENCE	BEFORE FEB. 1	AFTER FEB. 1	AMOUNT REMITTED
FULL CONFERENCE	$75.00	$100.00	
FRIDAY ONLY	$50.00	$ 70.00	
SATURDAY ONLY	$50.00	$ 70.00	

NOTE: Group Single Agency: Registered as a group (5 or more): $60.00 per person. EARLY REGISTRATION ONLY!

ALL REGISTRATION FEES INCLUDE COMPLIMENTARY MEMBERSHIP FEE (1992-1993).

PRESENTERS: No fee for Conference; check hotel registration and/or meal purchase.
STUDENTS (full-time only): Please include student ID card or letter from department chairperson. Full Conference only: $40.00

CANCELLATIONS: No cancellations will be considered after February 20th. $15.00 charge for any returned checks.

Conference registration fees do not include meals. See hotel registration and/or meal purchase.

ARE YOU STAYING AT THE HOTEL? Yes ___ No ___

SECTION II. SEPARATE MEAL PURCHASE

Meals may be purchased separately if you have submitted a conference registration, and are not staying at the hotel.

FRIDAY LUNCH	$21.00
FRIDAY DINNER	$32.00
SATURDAY LUNCH	$22.00
SATURDAY DINNER	$36.00
SUNDAY BRUNCH	$21.00

Please fill in the spaces below

Conference Fee: $________
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Total Remitted: $________

Please return this form and your check made out to ANYSEED to:

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HOTEL REGISTRATION FORM

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Perceptions

Volume 27 Number 1

Winter 1992

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

ANYSEED'S
27th ANNUAL CONFERENCE
March 20, 21, 22, 1992

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A Journal for Practitioners

REACHING OUT

ANYSEED'S 27th Annual Conference Photos

Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

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Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

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FROM THE EDITOR

The Spring, Summer issue of *Perceptions* brings together some venturesome writing about possibilities for outreach, change, and growth ... personal efforts that can expand an individual's views in significant ways. Nancy Brennan describes a Mentor/Internship Program which facilitates experienced teachers sharing their expertise with inductees. An interesting aspect of mentoring is that it may benefit the mentor as much as it does the intern in terms of new learning, self-esteem, and professional renewal. Joseph Burger writes of a personal journey, an extraordinary experience in lifelong learning and growth. John Wheeler, Patrick Vitale, and Sidney Miller explore inclusion by identifying behavioral expectations of teachers. Myrna Calabrese continues to keep readers informed about current issues in special education with an article about Attention Deficit Disorder. Information about the 28th ANYSEED Statewide Conference is included, along with a Call For Papers. We are running the Reader's Survey once again, and we encourage you to take advantage of this opportunity to let ANYSEED leadership know what is important to you. We hope you enjoy this issue of *Perceptions*.

Lynn Sarda, Editor

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MENTORING IN NEW YORK STATE: COLLABORATION IN ACTION

by

Nancy Brennan

Nancy Brennan has been an Associate in the Staff Development Unit, Office of Teaching, New York State Education Department, serving as Project Coordinator of the Mentor Teacher Internship Program from 1986-1991.

In 1986, the New York State Legislature, in response to a need to promote teacher induction for teachers in our state's schools, allocated funding to enable districts to provide beginning teachers the guidance and support of veteran teachers in their schools during the critical first year of teaching. This action was taken in light of a national teacher attrition rate at that time of 50% within the first five years of service (most of these leaving in the first two years). In 1989, the NYS State Board of Regents adopted revised teacher certification requirements which included an academic year-long internship requirement to become effective in 1993. The State Education Department began its administration of this teacher induction effort, the Mentor Teacher-Internship Program, which continued through the 1990-91 school year with a view towards identifying models of teacher induction which would be workable throughout the state.

In the first year of implementation, twenty-five NYS school districts applied for and received funding through a competitive grant process. In order to receive funding, districts needed to describe plans of implementation which included such elements as:

release time for beginning teachers and their mentors (20% of class time for beginning teachers, 10% of mentor teachers' contractual time);
non-evaluative role of the mentor;
a plan for mentor preparation activities;
collaborative development of the planned internship;
district-based mentor selection committees; and
common desirable characteristics of mentor teacher candidates, such as excellent teaching and pedagogical skills, subject matter knowledge, and interpersonal relationship qualities.

Districts were also responsible for constructing and carrying out their own program evaluations.

COLLABORATION

One of the most outstanding features of the New York State program was the notion of collaboration, which is a thread throughout all the elements of the New York State mentoring programs and takes place on all levels of the education community. To participate in the New York State mentoring program, district administrators, union representatives, and other interested school community members needed to *jointly* fashion the plan. Further, a mentor selection committee composed of teachers and others in the school community (most often, principals and department chairs) needed to "leave their roles at the door" in order to accomplish the business of choosing which of their colleagues were most suitable to mentor newcomers in the profession of teaching. The committee established requisite criteria and equitable procedures for selection, and made decisions collaboratively as mandated by statutory guidelines. They then presented the list of recommendations to the superintendent, in most cases including suggested matches of the newcomer with the veteran teacher. Districts participating in the New York State program collaborated regionally by establishing networks to offset training costs, and by providing forums for support and sharing pertinent information, such as availability of replacement teachers.

While some aspects of the collaborative nature of the mentor teacher-internship were mandated by law, the successful implementation of the mentor teacher-internship program was at its very essence, driven by cooperation and collegial outreach. For example, a most critical concern of all involved in the mentoring programs, both locally and statewide, was preserving quality of instruction while the teachers were engaged in mentoring activities out of their classrooms. Project coordinators, mentors, administrators, even beginning teachers themselves, often worked together on such tasks as choosing replacement teachers and defining the release time schedule which was acceptable to all involved and most likely to ensure the continuity of quality instruction.

In addition, colleagues jointly developed workshops to prepare teachers to be mentors and to be replacement teachers, with many districts working closely with colleges and universities on the development of such training. Teachers exemplified collegial outreach as they volunteered to mentor; these mentor teachers gave much more time to their mentor work than they received release time from their instructional loads. Through mentoring, teachers moved beyond the isolation which has marked the teaching profession historically in our society.

OUTCOMES

Aside from the very obvious and well-articulated benefits to beginning teachers (increased feelings of support, collegiality, confidence in themselves as competent professionals, networking with other teachers), experience in mentor teacher-internship programs in New York State has yielded unexpected benefits. Teachers acting as mentors frequently cite a professional rejuvenation and renewed interest in sharpening their skills as excellent teachers. They point to the satisfaction of being able to share their professional "bag of tricks" and, perhaps of even more long-lasting effect, their love of their students and their profession. For many of these teachers, participation in the mentor teacher-internship program was one of the first times they were recognized by newcomers, their peers, and, most importantly, themselves for being skilled practitioners of the craft of teaching.

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By the last year of implementation, school year 1990-91, over 2000 beginning teachers in 92 distinct New York State school districts had been mentored over the five-year life of the Mentor Teacher Internship Program. In June 1990, districts which had participated in the statewide program reported that, of the beginning teachers who were mentored in 1986-87, 73% were still teaching in their districts of entry. Indeed, one district reported average teacher retention rates of 55% prior to the mentoring program, as compared with 82% after the program was in place. One school superintendent of a participating district noted that beginning teachers who were mentored exhibited skills at the end of their *first* year of service which, without mentoring, would be attained in the *fourth* year.

Clearly, induction through the mentor teacher-internship programs has been demonstrated to be a highly effective means of inducting teachers in the teaching profession. New York has a very powerful resource in this program, with benefits to teachers, students, and the school community.

The ANYSEED Executive Board has established four awards which are presented at the annual conference. Any current members of ANYSEED may nominate individuals for these awards.

CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor an outstanding special education student, school or agency.

STEVEN J. APTER AWARD

The Steven J. Apter Award is presented to an outstanding individual in the field of special education. Nominations will be accepted for individuals who have made significant contributions in such areas as research/scholarship, leadership, professional achievements, and commitment to youths with handicaps.

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Biographical Sketch (student):
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Attach two letters from educators or professional affiliates to illustrate merit and/or program commitment.

Send nominations to: Robert Aiken, BOCES II, 100 Suffolk Ave., Stoney Brook, NY 11790

A PERSONAL JOURNEY

Adapted from an ANYSEED presentation,
Long Island Chapter, March 5, 1992
"Accomplishing More With Less"

by

Joseph V. Burger

Dr. Joseph Burger is an Associate Professor of Education at Dowling College, Oakdale, New York. He is a psychotherapist in private practice, an Impartial Hearing Officer, and a consultant in conflict management, substance abuse, and crisis intervention. In addition, he is a humorist, singer, and theater arts person.

I have gone through two years of deep introspection and extensive transition both personally and professionally. I came to a crossroads two years ago. I was tired and depressed. I had spent twenty years engaged in teaching, guiding, and counseling thousands of children and adults who had shared with me deeply personal experiences, which reflected pain and loss and searching for meaning to their lives. I myself had shared their feelings and struggles, and had lost some of my own vision about life in the process. I was going through a divorce after twenty-two years of marriage; was losing my dearest friend and mentor of sixteen years to cancer at a time when he deserved all the fruits of his labor and good deeds; was living far away from the community of friends I'd been so much a part of for nearly twenty years ... I was physically, emotionally, and spiritually exhausted. I felt as if I'd lived a thousand lives through the people I'd lived and worked and played with: my clients and students, my colleagues, friends, and family. I felt that I'd fought enough battles, and it was time to close the book.

But, for some reason, I was compelled to hang in there a little longer and discover whether I had a new chapter to write. I took a sabbatical from Dowling College; ceased chairing the teacher education program; let go of my set routines; and took to the open road to see what was out there in the larger world. I had no idea what I would discover. I hoped to learn more about myself, and perhaps to recapture some of my lost meaning and vision. As it turned out, I was so unprepared for the wisdom, the nurturing, and the enlightenment which would be offered to me.

I began to immerse myself in the study of resilience. I returned to reading the works of great philosophers, ancient and modern, eastern and western. I reviewed extensive literature and research regarding the essence of human survival. I wanted to learn about children who could rise above the adverse conditions of their lives: poverty, squalor, homelessness, war, violence, sexual/emotional/physical abuse, family dysfunction, parental cruelty, mental illness, disability, chronic pain, degradation, and dehumanization. I wanted to discover those strengths, those common threads, those precious secrets by which some triumph while others succumb. In my quest to discover these truths, I never imagined how much I would learn about my own inner resources and the power which we all possess, the real truth: that we can all triumph above adversity; that each of us can discover our own miracles; that each of us can make a difference despite our past failures and errors. And so, my friends, I would like to share with you some stories, some wonderful insights about accomplishing more with less, and about doing great things under extremely adverse conditions.

I visited communities throughout the eastern states, the south, some in the far west, and northern Canada, and found exciting, inspiring, and effective leadership everywhere. I saw schools whose students lived in poverty; students who grew up amidst crime, drug and alcohol abuse, and violence, but whose teachers and principals shared with them a common vision that they were each blessed, anointed, special children of God and citizens of the world. Because these educators believed that they could impart not only knowledge and information to their children, but also daily convey these beliefs in their potential greatness, the children too, in time, applied themselves to their studies, and their standardized test scores soared. I learned that leadership, not management, is characterized by a belief in excellence; that when schools are decorated with trophies, awards, and certificates of excellence, and when hallways and classrooms are filled with artwork, photographs, and inspirational quotations, everyone's shared esteem rises. I visited schools whose communities, parents and non-parents, were extensively involved in program development and implementation. I saw volunteerism and kindness, the true goodness of American citizens: grandparenting/senior citizen mentoring programs; community service projects to combat hunger, homelessness, loneliness, and environmental decay. I saw the nation's ills, and the courageous warriors who combat the plague. I also visited communities as far away as Alberta, Canada, who have pledged to improve the quality of life and conditions of the natives: the indigenous people whose youth truly exemplify the term "youth at risk." I observed a program in Atlanta, Georgia, sponsored by Rich's Department Store chain, which successfully trains and re-educates potential high school dropouts. I observed peer leadership seminars, outdoor education/survival retreats, inter-racial/inter-ethnic/sexual preference sensitivity workshops, and community awareness programs designed to combat the spread of AIDS and the increasing numbers of teen pregnancies. I found task forces working to reduce the threat of adolescent and child suicide, and the scourge of child physical and sexual abuse. Every school or community program I encountered was accomplishing so much more with so much less support from government resources. Of course, this is not to say that adequate government commitment wouldn't substantially increase our level of accomplishment, but clearly, under this federal administration and in these times of economic hardship, communities have had to depend upon their own faith, energy, skill, and creativity.

So, how are they successful? What are their secrets? Well, for the remainder of this article, I will share with you some suggestions and ideas which I submit for your consideration. They involve beginning to look at ourselves perhaps a bit differently from the way some of us have in the past. They have to do with our beliefs: what we believe about ourselves, our students, our communities, our school systems, our leaders, our relationships; and our personal visions about life, its challenges, and our goals.

Let me begin by suggesting that there exists a body of knowledge accumulated from the earliest origins of humankind's habitation of planet Earth, which is well-regarded by researchers in all fields of study. This body of knowledge and research reflects a collectively-shared consciousness (and conscience) among all humankind and throughout the universe. It is this common awareness (or potential awareness) of good and evil, virtue and vice, personal power, and the human potential for excellence which is the essence of all successful endeavors and triumphs. It is not surprising that we encounter tragedy and adversity in our common human experience, for this is in fact why we are here, why we exist: to learn, to grow, to be educated, and, however possible, to enjoy our lives and our relationships. This idea which I offer to you is clear and simple. It is also deeply spiritual. But may I suggest that it is this very spirituality which has made the programs and people and communities I've mentioned previously so triumphant and so successful. It isn't the knowledge and the information, which we usually tend to make the number-one priority of our educational systems; rather, it is the desire and belief that learning and sharing and enjoying the experience is what we're all about. It is *these* which maximize the human potential for inventiveness and excellence. It is *these* which help us to transcend, to overcome adversity. It therefore seems reasonable that we also want to make the learning experience fun, and the school environment warm and nurturing.

Every time a teacher or a program is successful in reaching the goals which were set, it is due to a vision and a belief. The vision is usually a common set of goals which have been defined and described with nearly tangible clarity in specific detail, as if on wide-screen, high-definition television. It is totally connected to the belief that these goals not only can and will be accomplished, but they are perceived as if they already *have* been accomplished. In other words, the student is guided to see that s/he is so capable that s/he already IS successful. This concept may seem trivial or unrealistic to many, but let me assure you that it is not. In fact, it requires great discipline and practice and repetition to transform a deeply-ingrained "yeah, but" or "can't do" conscious attitude into an unstoppable powerful subconscious attitude which says, "Yes, of course I can do that because that's so easy for me."

We all know stories about people who have triumphed over adversity, world leaders or simple folk who overcame their physical disabilities of blindness, deafness, paralysis, deformity, pain: Helen Keller, Steven Hawking, Christy Brown, Ludwig von Beethoven ... or renowned thinkers and inventors who had been scoffed at and mocked or ignored: Einstein, Edison, Van Gogh, Mozart. Inventors and visionaries, artists and composers, entertainers, philosophers, and countless others surpassed meager beginnings to become even corporate leaders and philanthropists.

Usually it is the crises of our life experiences which transform our spirit. Usually it is the desperation to survive. But it need not be so. We do not need a life crisis, feeling lost and alone and mortal, to help ourselves, our children, or our colleagues to discover our unique and magnificent gifts. It is the recognition, discovery, and encouraged use of these gifts which bring successful outcomes to the programs I have described. I believe that we don't really accomplish more with less. Rather, I think that we simply learn how to discover more diamonds in each other; to trust our instincts more; to remove the masks we normally wear in order to please or hide from others. You see, what I learned from the wise and special people I met upon my journey was that ordinary people are always capable of doing extraordinary things, but only when they *believe* that they can. A 150-pound paraplegic can lift a medal-winning 250-pound weight; a sixteen-year-old with no arms can swim an Olympic 100-meter butterfly stroke; a deaf-blind wrestler can defeat an equally-matched sighted wrestler; a lone college undergraduate can establish an enormous volunteer teacher corps; children can survive the destruction of their homeland and families and everything dear to them, and journey alone to a new world, learn a new language, adopt a new culture, develop new skills, and build an entirely new and successful rich life ... all because they believe they can do it. They KNOW they can do it!

What is it that causes them to triumph, and what can we learn from them to help ourselves and our children? Let's begin with the premise that when we learn and teach each other that we can be ourselves, that we need not force ourselves to conform to the image and expectations of others, we can then choose to live more freely. Now, I know that many teachers' first reactions to the idea of such freedom for students to set standards, create rules, develop a learning environment, and monitor their own progress are extremely sceptical, even fearful. "My !", some say, "What "What would the kids do with such power and freedom? After all, give them such leeway and they'd probably never work or study. Just look at what's become of our youth today. They don't read. They can't write. They lack the skills to think critically. Of course, what else should we expect? Their parents are never home. Their families are in disarray, and their role models are freaks, illiterates, glamorous personalities, and fantasies created by the media!" But wait a moment. Is this the truth or is it the truth only as we perceive it, as we believe it to be?

I ask this question because if we as adults and as educators of children do accept this to be the truth, absolute and unalterable, then we have defeated ourselves before we've even begun to teach. As the people have done in the communities I've visited and described to you, let us decide to say to ourselves and to our children, "You ARE capable of learning and doing and creating great things. You CAN join us in setting standards of excellence in performance and rules of discipline and behavior. You have both a right and a responsibility to plan and implement a meaningful curriculum." This is what these communities have done. We may call it "empowerment" in our 90's jargon, but I prefer to see it as a shared respect, shared rights, and shared responsibility. It can be defined as trust and belief and commitment. It requires a network of support and recognition for each other. No more blaming each other for what's wrong; rather, continued dialogue ... but without threat or rancor or intimidation. I know that I am not being naive, despite what some may think, because I've seen it happen again and again that when individuals behave toward their supposed adversaries (parents or students, teachers or administrators or outside consultants) with gentle respect, quiet honesty, validation and acceptance, even adversaries come to reasonable terms. In every one of these programs, no matter how difficult, disruptive, lackadaisical, or deficient in academic performance these students were, they were treated with respect, honesty, acceptance, and consideration. In time, with patient regard and appropriate consequences for behaviors of all sorts, understandings were reached. People at all levels among students, staff, and community acknowledged one another, assisted one another, challenged and stimulated one another to do more with less.

They soon discovered that *that was* the way it was meant to be, because when they sometimes did have more resources at their disposal, they became complacent and strove for less. They were

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divested of challenge. When things went wrong and the real challenges appeared, the communities once again bonded together to renew their vision. I have seen communities virtually reborn after having been trained in problem-solving and decision-making models by organizations like the Northeast Regional Center for Drug-Free Schools and Communities (otherwise known as Super Teams). I have seen powerful changes in positive school climates, increased community support, improved student performance, reduced drop-out rates, reduced numbers of runaways, fewer incidents of vandalism, adolescent suicide, and bias crime. I have seen tremendous improvement in productivity, cooperation, attitude of humor, love, and self-efficacy in every corporation, corrections program, CETA program, and educational system which took an intensive training seminar called "Investment in Excellence" from the Pacific Institute of Seattle. As a result of the power of laughter and play which is the mission of a vast network of professional trainers coordinated by the Humor Project in Saratoga Springs, New York, organizations throughout the world have reported exceptional results in improved productivity, climate, and relationships.

We sometimes refer to these successes as miracles. They are not. They are the result of the visionary efforts of real people doing real things ... people such as those working throughout the nation in a once-but-no-longer well-funded Cities in Schools Project ... people who have made a substantial personal commitment to help each other. Their accomplishments are the result of diligence, written and spoken affirmations, daily goal setting, and the imprinting of positive life-enhancing beliefs. Such beliefs mean that each of us must make a commitment to those whom we disdain the most, for they are the very people who need the most validation and recognition as worth human beings. We need to make lists of goals and affirmations daily, and meditate on them, and discuss them, and put them into practice. We must stop complaining and wasting energy. We must stop blaming, hiding from responsibility, and feeling powerless. We need to empower ourselves and each other, and renew our common visions. That means restructuring hierarchies into teams. It also means humanizing policies and procedures, and making ceratin that the dignity and integrity of every person in the community is maintained. Caring is what it's all about, and caring by doing is what creates miracles. This is what I've seen in my travels and what I've learned to be true.

The most successful programs encourage their people to have fun, to be unorthodox, to appreciate novelty and uniqueness, and to be open to every possible gem of an idea. This also means that such programs provide time, opportunity, and incentive for people to share ideas, share in the work, share the profits, and, most of all, ALWAYS share the recognition, because without the recognition, the commitment soon dies.

When the vision is clear, when the motivation is strong, when the goal is firmly set, the rewards will come; the resources will be found; the people will join in; the improvements in climate, morale, attitude, relationship, and performance will become a reality. Time CAN be provided effectively and efficiently to acknowledge other people's needs and feelings and ideas. We need to touch each other's hearts and hands and minds again. We need to say hello and then wait a bit for a reply before we continue on our way. We need to stop being afraid of what the "boss" or our peers will think of us if we express our concerns and suggestions. And we need to keep on expressing ourselves, respectfully and clearly and articulately, until someone listens. We just cannot afford to give up on ourselves and relinquish the vision. The very meaning and purpose of our professional lives depends upon self-efficacy: ours, our colleagues', the kids', and their families'.

As for the programs that are working well, we have come to see that *all* of the efficacy models are valuable; that the more strategies we study and use, the more probable is our success. We can, and should, blend together positive concepts and methods emphasized by each of the following educational models: human relations, effective teaching, cooperative learning, mastery learning, magnet schools, whole language, proactive problem-solving for youth and colleagues at risk of dropping out and burning out.

My friends, the leadership is there. The books and guides and material and words of wisdom are there. All we need to accomplish more, even with less, is to work smarter, not harder. May I suggest that we commit to facilitate change, wherever it is needed; however we are able; and with whomever we share similar initiatives. A friend of mine recently told me that people are like water. The harder you squeeze them, the more quickly they run through your fingers. Give them a vessel in which to nestle securely and they will remain, patiently waiting to share their sustenance and quench others' thirst, so that they can be fortifie[illegible] continue on their long journey to the next oasis. And in this [illegible]ion, we may yet maintain all of our life-sustaining nourishment to preserve other wayfarers who depend on us for fortitude. Let us learn to provide more, far more, with whatever resources we possess. Share the vision. We'll be fine!

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IDENTIFYING THE BEHAVIORAL EXPECTATIONS OF TEACHERS ACROSS SETTINGS AND THEIR IMPACT ON THE INCLUSION OF STUDENTS WITH SEVERE BEHAVIOR DISORDERS

by

John J. Wheeler, Patrick A. Vitale, and Sidney R. Miller

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INTRODUCTION

An emerging trend in the field of special education which has sparked some recent debate among professionals is the education of students with severe disabilities in general education settings. This movement has been referred to as the "regular education initiative" (REI) and/or inclusion. The distinction between these two terms (i.e., REI and inclusion) is that, regarding the regular education initiative, Will (1986) refers to the education of students with mild and/or moderate disabilities receiving educational and related service delivery in the general education setting. The term "inclusion" extends the right of receiving educational and related services within the context of the general education setting to students with severe disabilities.

The morality and efficacy of REI and/or inclusion has been extended primarily from philosophical and/or theoretical viewpoints in past investigations and almost exclusively in terms of serving students with severe physical and intellectual disabilities (Cole & Meyer, 1991; Giangreco, 1989; Thousand & Burchard, 1990). Little emphasis has been given to examining this issue empirically as it relates to students with severe behavior disorders. At present, inclusion of students with severe behavior disorders into general education settings is a source of philosophical debate among professionals with limited data to support their arguments.

Braaten, Kauffman, Braaten, Polsgrove, and Nelson (1988) stated that the integration of students with behavior disorders into general education classrooms may pose many problems. Among these problems were the need for additional instructional resources, specifically trained staff, and a supportive environment for students with behavior disorders. They also questioned whether general education teachers would be tolerant of the aberrant and challenging behaviors associated with students labeled behavior disordered. Proponents of inclusive schooling argue that all students are capable of learning in general education settings provided appropriate support systems are available (Stainback, W., Stainback, S., & Forest, 1989; Will, 1986).

The issue of teacher tolerability that Braaten et al. (1988) allude to has been examined earlier by Kerr & Zigmond (1986) and by Walker & Rankin (1983). Each study examined the tolerability of student behavior in both special and general education teachers. The findings of Walker & Rankin revealed that the attitudes of both groups of teachers (special education and general education) were equally as demanding and narrow in terms of their behavioral expectations regarding acceptable classroom social behaviors. Kerr & Zigmond also examined the question of teacher tolerance among secondary special and general education teachers. The findings suggested that special education teachers were more tolerant and less demanding of students than were the general education teachers. The issue of teacher tolerability as outlined in these studies is pivotal to the successful inclusion of students with behavior disorders.

A second area of concern directly related to teacher tolerability is that of the specific behavioral expectations held by teachers (i.e., the behaviors that teachers deem important in the classroom). Based on the studies in the area (Algozzine, 1979; Kerr & Zigmond, 1986; Safran & Safran, 1984), teachers appear relatively unconcerned about student-to-student social behaviors and more concerned with such behaviors as general compliance with teacher requests and positively interacting with the teacher.

Aside from teacher tolerability and the behavioral expectations of teachers, another variable central to the issue of inclusion of students with severe behavioral disorders into general education settings relates to teacher technical assistance needs. Kauffman, Lloyd, and McGee (1989) reported that providing technical assistance to teachers did not have a major impact on teachers' willingness to accept students with behavior disorders. Kauffman et al. reported that 70% of elementary teachers and 55% of the secondary teachers who participated in the study would not accept students into their classrooms who were lacking basic self-help skills. In addition, only 9% of elementary teachers from the study reported that they would consider accepting students with uncontrollable aggression even when provided with technical assistance.

Several investigators have contended that effective educational programming for students with severe behavior disorders is contingent upon targeting behaviors for intervention that have a strong probability of receiving positive reinforcement in natural environments (Downing, Simpson, & Miles, 1990; Fuchs, Fuchs, Fernstrom, & Hohn, 1991; McConnell, 1987). Results from existing studies indicate that there may be significant differences in behaviors described as important by teachers and the types of social behaviors needed by students with severe behavior disorders to successfully interact with not only teachers, but also peers. Such a discrepancy contributes to an incongruence and raises serious questions about the targeted academic and social behavior promoted by special educators. As Thurman (1977) suggests, "Congruence can be brought about not only by modifying the child's behavior, but also by dealing with the social environment system surrounding the child" (p. 329). The data from previous investigations suggest that teachers may be more concerned about students exhibiting appropriate social behaviors prior to entry into their classrooms rather than developing or teaching new and appropriate responses upon entry by students into their classrooms (Downing et al, 1990). This may be due, in part, to the fact that teachers are more stringently evaluated by their superiors on the academic performance of their students as opposed to their social behaviors, and, also, because teachers have generally not been trained in methods to effectively teach pro-social responses (Walker & Rankin, 1983).

Based on the limited direction provided in the existing literature on how to facilitate the successful inclusion of students with severe behavior disorders into general education settings, it seems apparent that future study is warranted. These future efforts should be directed more intensely at understanding the ecological demands of classroom settings and the behavioral expectations of teachers, if we are to better our understanding on how to successfully include students with severe behavior disorders into general education settings. A recent study by Grosenick, George, George, and Lewis (1991) indicated that classroom programming for students with severe behavior disorders emphasized behavioral and social skills as priority areas followed by academic skills. The question then which must be asked is if these skills were referenced specifically to environments of future functioning (i.e., general education settings) or if they were selected arbitrarily. More effort is required to assist educators in : (a) systematically identifying future environmental demands; (b) the design of interventions which will foster not only acquisition of adaptive behaviors among students with severe behavior disorders in self-contained or segregated settings, as has been the traditional practice, but also the generalization of such skills in general education settings. The purpose of this study was to ascertain the behavioral expectations of teachers (special education and general education) across settings, age levels, and performance levels, and to determine whether there was significant difference among the groups in the types of social behaviors each group felt were most/least important to success in the classroom. This study is viewed as a beginning effort to assist in determining how such differences potentially impact on the inclusion of students with severe behavior disorders into general education settings.

METHOD

SUBJECTS. The subjects who participated in this study were 120 randomly-selected, state-certified, general education and special education teachers from southern Illinois. The special education teachers were certified in the area of Behavior Disorders and were teaching students at the following settings: junior high and high school self-contained classrooms (located in community-based public schools); junior high and high school residential school classrooms (public school programs on the grounds of state mental health facilities were the students also resided). The general education teachers taught junior high and high school students, some of whom were identified with mild disabilities (e.g., learning disabled). The demographic characteristics of participants are illustrated in Table 1.

INSTRUMENTATION AND PILOT PROCESS. The instrument utilized in the study was developed specifically to measure teacher's behavioral expectations of students. The SSRL (Social Skill Ranking List) was developed in the following manner and was comprised entirely of teacher-generated items. This approach was utilized in an effort to accurately reflect what teachers felt were essential classroom social skill behaviors needed for success in their respective classroom settings.

A group of thirty certified teachers (21 special education certified in the area of Behavior Disorders, and 9 general teachers), who were enrolled in summer session courses at a large midwestern university, volunteered to serve as the pilot sample. The pilot survey solicited demographic data such as grade level taught, type of school and classroom setting, highest educational degree earned, and gender. The demographic data were used to measure the degree of homogeneity among respondents.

The second portion of the pilot survey requested the teachers to list the social skill behaviors they considered essential for successful classroom functioning in their respective classrooms. The categories into which the social skill behaviors were divided included: Environment-Related (i.e., the student's behavior in relation to the physical environment, and care of the classroom and classroom materials); Interpersonal-Related (the student's social interaction with peers/teachers in the classroom); Self-Related (the student's physical self-care skills and behavioral self-management skills); and Task-Related (any behaviors directly related to the completion of academic and/or non-academic tasks assigned by the teacher). The four major conceptual categories used to prompt responses from teachers were those identified by Stephens (1978) and were expanded upon because it was felt that they reflected the major social skill areas most frequently described in the literature. The teacher responses generated a list of 214 behaviors.

The 214 behaviors were typewritten as they were written by the teachers on their response forms, and were then given to a review panel for independent examination. The panel was comprised of the investigator, and one masters level and one doctoral level graduate student majoring in Special Education. Prior to the independent examination, the investigator instructed both panel members to read through the behavioral definitions for each of the four categories and then to classify each of the 214 behaviors into their respective categories. As an example, if the rater felt the behavior warranted classification in the category on Interpersonal-Related social skill behaviors, an ""I" was placed next to the behavior listed. This process was continued until all behaviors were independently classified by each of the raters. Following the reliability assessments, the panel convened and discussed any disagreements occurring among raters until an inter-rater agreement of 88% or better was obtained.

Based on the reliability assessments and subsequent discussions among panel members, the behaviors were placed in their appropriate categories. The list of behaviors was then typewritten, sequentially numbered for each category, and examined independently by the panel members. The frequency that each behavior was repeated was noted, in an effort to collapse the list of 214 behaviors into a more succinct list. The raters read each behavior on the list beginning with the first behavior. The raters then read through the remaining behaviors in that particular category in an attempt to identify the same behavior occurring on the list. The rules for scoring were as follows: If the raters discovered that the remaining behaviors were (a) stated in an identical manner, or (b) generally stated the same way based on key descriptors found in both statements, then the compatible statements were numbered with the number of the original behavior statement from which the comparison was made. Inter-rater reliability measures were taken to measure the level of concurrence between raters. Using a modified Delphi procedure, the compatible behavior statement were then collapsed, rewritten, and placed in their respective categories (i.e., Environment-Related, Interpersonal-Related, Self-Related, Task-Related). The 34-item SSRL (Social Skills Ranking List) resulted from the analysis of responses, as illustrated in Table 2.

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TABLE 1.
DEMOGRAPHIC OVERVIEW OF TEACHER RESPONDENTS

Group	N	Gender	Years of Experience
T 1 General Education	26	6-Male 20-Female	Mean = 12.9 SD = 8.2
T 2 Special Education Junior High Self-Contained	18	1-Male 17-Female	Mean = 8.5 SD = 5.4
T 3 Special Education Junior High Residential	14	7-Male 7-Female	Mean = 6.9 SD = 4.7
T 4 General Education High School	26	11-Male 15-Female	Mean = 15.6 SD = 7.1
T 5 Special Education High School Self-Contained	20	7-Male 13-Female	Mean = 9.9 SD = 5.9
T 6 Special Education High School Residential	16	8-Male 8-Female	Mean = 7.4 SD = 5.2
	120	40-Male 80-Female	*Mean = 10.89

(*) Weighted Mean

TABLE 2.
SOCIAL SKILL RANKING LIST (SSRL)

A. ENVIRONMENT-RELATED SOCIAL BEHAVIORS (RERSB)

_____Student deposits trash in waste can and not on floor.

_____Student does not use books or classroom furniture as objects of aggression.

_____Student returns classroom materials to assigned areas.

_____Student does not physically destroy or abuse school or classroom property and/or materials.

B. INTERPERSONAL-RELATED SOCIAL BEHAVIORS (RIRSB)

_____Student makes positive statements about others.

_____Student makes eye contact with others during conversations.

_____Student seeks permission or assistance from teacher by raising hand.

_____Student interacts with peers in a positive manner (e.g., sharing,cooperating) during leisure time and small group activities.

_____Student does not destroy classmates' property (e.g., books, pencils, paper).

_____Student verbally greets teacher and classmates.

_____Student responds positively (verbally/physically) to other's greetings.

_____Student states his/her opinion in a non-threatening manner.

_____Student waits for others to finish talking before interrupting.

_____Student refrains from verbal and physical aggression with teachers and classmates.

C. SELF-RELATED SOCIAL BEHAVIORS (RSRSB)

_____Student does not physically hit, bite, scratch, or injure him/herself in any manner.

_____Student displays appropriate dining skills (e.g., uses napkin, eating utensils) during meals.

_____Student does not make disruptive noises during instructional time.

_____Student is able to dress appropriately with shirts and pants being buttoned correctly and shoes being tied or buckled and worn on the correct feet.

_____Student arrives at school with clean hair, face, and hands, and with hair combed, teeth brushed, and wearing clothes.

_____Student does not write on him/herself.

_____Student cares for personal belongings (i.e., pencils, books, paper).

Table 2. continued...

_____Student makes positive comments about him/herself.

_____Student waits patiently for turn during classroom activities.

_____Student walks in and around classroom quietly without disrupting others.

D. TASK-RELATED SOCIAL BEHAVIORS (RTRSB)

_____Student abides by classroom rules.

_____Student complies with teacher requests.

_____Student uses writing materials (e.g., pens, pencils) in an appropriate manner.

_____Student remains in seat and on-task during instructional time.

_____Student gets out necessary materials for instruction.

_____Student sits quietly at seat and waits for teacher to call upon him/her.

_____Student completes in entirety homework and in-class assignments and returns them to the teacher.

_____Student remains in assigned area after teacher identifies it.

_____Student uses available time effectively to complete in-class assignments.

_____Student independently attempts to follow the teacher's oral and/or written instructions.

RELIABILITY PROCEDURES. Inter-rater reliability was the method used to measure the percent of agreement between the investigator and panel members. Inter-rater reliability was calculated by agreements being divided by agreements plus disagreements and multiplied by 100. In this study, an agreement was scored when two raters placed the same category code next to the same behavior listed on the social behavior list.

Inter-rater reliability was also computed between the investigator and both panel members in categorizing the responses obtained from teachers in the pilot survey. The percentage of inter-rater agreement between the principal investigator and panel member A (the doctoral level student), across all 214 behaviors, was 89%. The percentage of agreement between the investigator and panel member B (the masters level student) was 92%. The percentage of inter-rater agreement between panel members A and B, across all 214 behaviors, was 92%.

The percentage of agreement between the investigator and panel member A on the frequency tabulation ranged from 88% to 98% across the four individual categories, with average percentage of inter-rater agreement across the four categories being 93%.

PROCEDURE. The SSRL was randomly administered by the investigator and an assistant to 53 general education teachers (27 junior high and 26 high school) attending a regional teachers' conference in southern Illinois. This method was selected because of the high concentration of general education teachers attending the conference (an estimated 3000). Teachers were randomly selected in the registration hall of the conference and asked if they desired to volunteer to participate in the research project. The teachers who agreed to participate were instructed that the purpose of the study was to determine the social skills needed by students with severe behavior disorders for success in general education settings. They were then instructed to rank order the list of skills contained on the SSRL from most- to least-important that they considered essential for functioning successfully in their respective classrooms.

The special education teachers who participated in the study were randomly selected by identifying programs serving students with severe behavior disorders in southern Illinois. Once the programs were identified, the teachers were contacted by the principal investigator by telephone and asked if they wished to participate in the study. If teachers agreed to participate, a coded packet containing a cover letter, Human Subjects Release forms, and the SSRL instrument were mailed to each teacher selected. The teachers were instructed to complete the SSRL by rank ordering the skills from most-to-least important that they considered essential for functioning successfully in their respective classrooms, as was done previously with the general education teachers. The respondents were requested to return the completed SSRL in ten working days via a self-addressed stamped envelope which was provided to them in their packet. If the completed SSRL was not returned in the designated time, a follow-up letter was mailed. The rate of return for completed instruments was 78%. Once the instruments were completed and returned, the investigator coded and entered the data into a database for further evaluation.

RESULTS

An exploratory analysis of the data was conducted to detect differences among the groups sampled. A discriminant analysis was conducted which utilized the Wilk's Lambda procedure to determine if significant group differences existed.

BEHAVIORS FOUND SIGNIFICANT. Significant differences were noted across groups on the following behaviors: (a) student does not use books or classroom furniture as objects of aggression, (b) student states his/her opinion in a non-threatening manner, (c) student waits for others to finish talking before interrupting, (d) student refrains from verbal and physical aggression with teachers and classmates, (e) student does not physically hit, bite, scratch, or injure him/herself in any manner, (f) student is able to dress appropriately, (g) student waits patiently for turn during classroom activities, (h) student gets out necessary materials for instruction, and (i) student completes in entirety homework and in-class assignments. The results of the Wilk's Lambda are reported in Table 3. The descriptive statistics obtained from the discriminant analysis are illustrated in Table 4.

A Kruskall-Wallis Analysis of Variance (K-W ANOVA) was conducted to determine if significant statistical differences existed between the six teacher groups on the previously-noted behaviors. The K-W ANOVA was selected because it is a non-parametric test, designed to measure differences between groups based on ordinal data (Hill & Kerber, 1967).

SIGNIFICANT GROUP DIFFERENCES. There was statistical significance between groups occurring on the following behaviors: (a) student does not use books or classroom furniture as objects of aggression, (b) student states his/her opinion in a non-threatening manner, (c) student waits for others to finish talking before interrupting, (d) student refrains from verbal and physical aggression with teachers and classmates, (e) student does not physically hit, bite, scratch, or injure him/herself in any manner, (f) student is able to dress appropriately, (g) student waits patiently for turn during classroom activities, (h) student gets out necessary materials for instruction, and (i) student completes in entirety homework and in-class assignments.

GROUP SIMILARITIES/DIFFERENCES. There was a consistent pattern which emerged among specific groups of teachers across skill rankings. This pattern involved teacher groups 2 (special education, junior high, self-contained), 3 (special education, junior high, residential), and 6 (special education, high school, residential), who ranked the following behaviors more important or critical to success in the classroom: (a) student does not use books or classroom furniture as objects of aggression, (b) student states his/her opinion in a non-threatening manner, (c) student refrains from verbal and physical aggression with teachers and classmates, (d) student does not self-injure, and (e) student gets out necessary materials for instruction. Teacher groups 1 (general education, junior high), 4 (general education, high school), and 5 (special education, high school, self-contained) ranked each of those items as being less important to success in their respective classrooms.

Conversely, teacher groups 1, 4, and 5 ranked the following items most important to success in their respective classrooms than did teacher groups 2, 3, and 6: student waits for others to finish talking before interrupting, and student completes homework and in-class assignments.

There were also two instances in which this pattern did not emerge: student is able to self-dress, and student waits patiently for his/her turn during activities. Teacher groups 1, 2, 4, and 6 ranked this skill as less important to success in their respective classrooms, whereas teacher groups 3 and 5 ranked this skill as more important for successful classroom performance. Finally, the other item in which the consistent pattern did not emerge was: student waits patiently for turn during activities. On this item,

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TABLE 3.
WILK'S LAMBDA (U STATISTIC) AND UNIVARIATE F-RATIO

Behavior	Wilk's Lambda	F	Significance
RERSB 1	0.96	0.87	0.5031
RERSB 2	0.88	3.04	0.0130 **
RERSB 3	0.97	0.60	0.6976
RERSB 4	0.96	0.91	0.4751
RIRSB 1	0.94	1.25	0.2886
RIRSB 2	0.96	0.74	0.5883
RIRSB 3	0.96	0.88	0.4904
RIRSB 4	0.96	0.94	0.4531
RIRSB 5	0.95	0.96	0.4411
RIRSB 6	0.93	1.52	0.1880
RIRSB 7	0.92	1.85	0.1073
RIRSB 8	0.87	3.23	0.0090 ***
RIRSB 9	0.84	4.04	0.0020 **
RIRSB 10	0.83	4.63	0.0007 ***
RSRSB 1	0.85	3.81	0.0031 **
RSRSB 2	0.97	0.57	0.7205
RSRSB 3	0.94	1.26	0.2839
RSRSB 4	0.89	2.65	0.0262 *
RSRSB 5	0.91	2.19	0.0591
RSRSB 6	0.99	0.23	0.9486
RSRSB 7	0.91	2.03	0.0796
RSRSB 8	0.95	1.03	0.3999
RSRSB 9	0.84	4.08	0.0019 **
RSRSB 10	0.92	1.87	0.1042
RTRSB 1	0.96	0.87	0.5006
RTRSB 2	0.90	2.46	0.0372
RTRSB 3	0.97	0.58	0.7144
RTRSB 4	0.94	1.33	0.2562
RTRSB 5	0.87	3.15	0.0106 **
RTRSB 6	0.97	0.50	0.7750
RTRSB 7	0.88	2.89	0.0169 *
RTRSB 8	0.95	1.04	0.3924
RTRSB 9	0.97	0.58	0.7095
RTRSB 10	0.95	1.08	0.3718

(*) $p < .05$
(**) $p < .01$
(***) $p < .001$

NOTE: Due to space considerations, the authors have used codes to signify behaviors. The reader is asked to refer to Table 2 for a complete description of each behavior.

TABLE 4.
DESCRIPTIVE STATISTICS FOR THE SIGNIFICANT ITEMS OBTAINED FROM THE DISCRIMINANT ANALYSIS

Item	Group	Mean	Standard Deviation	Item	Group	Mean	Standard Deviation
RERSB 2	1	1.96	0.52	RSRSB 4	1	6.50	2.56
	2	1.55	0.70		2	6.61	2.80
	3	1.57	0.64		3	4.14	1.46
	4	2.23	0.76		4	6.65	2.78
	5	1.80	0.61		5	5.05	2.70
	6	1.68	0.87		6	6.12	2.84
RIRSB 8	1	4.73	1.82	RSRSB 9	1	5.23	2.21
	2	3.77	1.83		2	5.00	2.22
	3	3.35	1.39		3	7.78	0.97
	4	5.00	2.28		4	5.42	2.43
	5	4.55	2.52		5	5.95	2.23
	6	2.87	1.99		6	6.68	1.81
RIRSB 9	1	5.92	2.51	RTRSB 5	1	5.92	2.39
	2	7.33	2.02		2	6.55	2.20
	3	8.14	1.65		3	7.85	1.56
	4	5.38	2.56		4	5.84	2.23
	5	6.05	2.30		5	6.25	2.12
	6	7.25	1.98		6	7.81	2.13
RIRSB 10	1	3.07	2.95	RTRSB 7	1	5.07	2,86
	2	1.05	0.23		2	6.72	2.39
	3	1.00	0.00		3	7.28	2.16
	4	1.84	1.75		4	6.11	2.50
	5	1.80	1.57		5	6.50	2.92
	6	1.06	0.25		6	7.87	2.12
RSRSB 1	1	3.00	2.74				
	2	1.55	1.04				
	3	1.07	0.26				
	4	3.38	3.12				
	5	3.00	2.71				
	6	1.25	0.77				

Key: The reader should note that, due to space limitations, codes have been used to identify the various behaviors. They are listed below in their abbreviated form. The reader is encouraged to view Table 2 for further reference.

RERSB 2	Object Aggression
RIRSB 8	Student States Opinion In Non-Threatening Manner
RIRSB 9	Student Does Not Interrupt
RIRSB 10	Student Refrains From Physical/Verbal Aggression
RSRSB 1	Student Does Not Self-Injure
RSRSB 4	Student Is Able To Self-Dress
RSRSB 9	Student Waits Patiently For Turn
RTRSB 5	Student Gets Out Necessary Materials For Instruction
RTRSB 7	Student Completes Homework And In-Class Assignments

groups 1, 2, and 4 ranked this skill as being more important for successful classroom functioning than did groups 3, 5, and 6.

The mean ranks by group, chi square, and levels of significant difference obtained from the K-W ANOVA are reported in Tables 5A and 5B.

CONCLUSIONS/IMPLICATIONS

This study was designed to determine the behavioral expectations of teachers (general and special); whether significant differences existed between teacher groups; and how such differences might possibly impact on attempts at inclusion of students with severe behavior disorders in general education settings.

GROUP SIMILARITIES/DIFFERENCES. As previously noted, there were significant differences between groups on 9 of the 34 items surveyed. Based on the results of this study, the general education junior high and high school teachers (groups 1 and 4, respectively), as well as the special education self-contained high school teachers (group 5), ranked such skills as waiting for others to finish talking before interrupting, and student completes homework and in-class assignments, more important to classroom success than did teacher groups 2 (special education, self-contained, junior high), 3 (special education, junior high, residential), and 6 (special education, high school, residential).

Contrasting this were the skills ranked more important to classroom success by teacher groups 2 (special education, self-contained, junior high), 3 (special education, junior high, residential), and 6 (special education, high school, residential). These skills involved behaviors that one would traditionally associate with students with severe behavior disorders: student does not use furniture as objects of aggression; student refrains from physical and verbal aggression; student does not self-injure; and student gets out necessary materials for instruction. Teacher groups 1, 4, and 5 did not rank these skills as being most important to classroom success. Such a finding is not surprising when one considers that students demonstrating such behavior have not typically received their educational and related services in general education settings. Thus, general education teachers, and to some degree perhaps special education teachers working in less restrictive settings, have not witnessed such behaviors in students as have special education teachers working in residential settings. The rankings from the general education teachers may imply that they value compliant behavior, task-directed behavior, and, in general, social behaviors directed toward the teacher. One could assume from the skills valued by the general education teachers (junior high and high school) that teachers from these groups may believe that students should not be placed into their classrooms if they do not already possess such adaptive social behaviors. The results obtained from the special education residential teachers (junior high and high school) and special education self-contained junior high teachers may indicate that the teachers surveyed from these groups witness aggressive and non-compliant behavior on a more frequent basis. Perhaps they view such behaviors as being "barriers" to students being placed into less restrictive educational settings, thereby explaining why these teachers ranked these skills as being more important to successful classroom performance.

Another interesting trend was the consistency in which teacher group 2 (special education, junior high, self-contained) coincided, in terms of their rankings, with teacher groups 3 (special education, junior high, residential) and 6 (special education, high school, residential). One potential explanation for this could be that students with severe behavior disorders are often first identified at these ages as their social/behavioral problems become persistent and chronic. Middle-school- and junior-high-aged students with severe behavior disorders have been referred to as underserved, understudied, and generally a group in severe need (Elias et al., 1985).

The findings from this study indicate that there are general differences among teachers (general education and special education) in the social skill behaviors they deem most/least important for classroom success. Although the data from this study are limited by such factors as the sample size and, to some degree, the instrumentation (i.e., the use of ordinal data), the study generated both positive outcomes and questions for future inquiry. These positive outcomes include the use of both general and special education teachers in the generation of items contained in the SSRL instrument and the determination of significant differences among the groups.

The results of this study also appear to indicate that teachers surveyed were more concerned in general with social skills directed toward the teacher in terms of compliance, rather than student-directed interactions. This outcome seems to warrant further investigation. If one asks how to facilitate successful classroom performance and subsequent inclusion of students with severe behavior disorders, the use of peers is of great importance and appears to serve as a partial answer. It has been demonstrated that peers can serve as appropriate models, natural reinforcers, and discriminative stimuli when attempting to promote behavior change in students (Peck, Apolloni, and Cooke, 1981).

Another prevailing question unanswered directly by this investigation, but hinted at, is the feasibility of educating students with severe behavior disorders in general education settings. This remains a question when one considers the present-day realities in our public schools. Logistical problems, such as budget cutbacks, increased classroom sizes, lack of teacher supports, and adequate pre- and in-service training to teachers, administrators and related service personnel, serve as stark contrasts to the philosophical arguments which have been presently dominated the literature. One would not argue that attempting to provide education for all children in general education setting is inherently the "right thing to do"; however, it has yet to be demonstrated empirically how best to facilitate such an ideal for students with severe behavior disorders , nor has it been operationally defined amidst the present-day problems which public schools face. More empirical studies are warranted which would examine these questions under natural conditions to determine methods for successful implementation and outcomes in the area of inclusion for students with severe behavior disorders.

Finally, this study can be viewed as a contribution to the existing literature, primarily that conducted by Kerr & Zigmond (1986), Walker & Rankin (1980, 1983), and Meadows, Neel, Parker, and Timo (1991). It appears from this study and existing studies that differences among general and special educators exist on various social skills deemed important or critical to classroom success. Future efforts should be focused on identifying from these studies an operationally-valid list of critical social skills across educational environments (Meadows et al., 1991). It is essential that our efforts at inclusion for students with severe behavior disorders take into account teacher expectations and environmental requisite skills to entry of the student in such settings. This level of care, coupled with supports to both the student and teacher(s), combined with collaboration and administrative support, could facilitate successful inclusion of students with severe behavior disorders.

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TABLE 5A.
KRUSKAL-WALLIS ONE-WAY ANOVA: MEAN RANKS BY GROUP FOR THE SIGNIFICANT ITEMS

ITEM	GROUP	MEAN RANK
RERSB 2* Object Aggression	1	67.63
	2	46.78
	3	48.07
	4	76.35
	5	59.50
	6	50.72
RIRSB 8*** Student States Opinion In Non-threatening Manner	1	73.13
	2	53.94
	3	47.61
	4	74.27
	5	64.05
	6	31.81
RIRSB 9** Student Does Not Interrupt	1	52.79
	2	72.86
	3	84.93
	4	45.56
	5	53.17
	6	71.19
RIRSB 10*** Student Refrains From Physical And Verbal Aggression	1	78.29
	2	47.36
	3	44.50
	4	65.02
	5	64.75
	6	47.62
RSRSB 1** Student Does Not Self-Injure	1	72.69
	2	53.14
	3	39.64
	4	70.87
	5	66.30
	6	43.13
RSRSB 4* Student Is Able To Self-Dress	1	66.88
	2	69.67
	3	38.00
	4	68.15
	5	47.95
	6	62.75

RSRSB 9**	1	51.27
Student Waits Patiently For	2	46.97
Turn During Activities	3	90.39
	4	53.88
	5	61.57
	6	73.97
RTRSB 5**	1	52.15
Student Gets Out Necessary	2	60.03
Materials For Instruction	3	80.79
	4	49.62
	5	54.75
	6	81.72
RTRSB 7*	1	43.90
Student Completes Homework	2	63.92
And In-Class Assignments	3	70.75
	4	55.92
	5	62.55
	6	79.53

(*) $p < .05$
(**) $p < .01$
(***) $p < .001$

The teacher groups are as follows:

Group 1	General Education Junior High School Teachers
Group 2	Special Education Junior High Self-Contained Teachers
Group 3	Special Education Residential Junior High Teachers
Group 4	General Education High School Teachers
Group 5	Special Education High School Self-Contained Teachers
Group 6	Special Education High School Residential Teachers

OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information to be reviewed for publication for ANYSEED members who wish to visit:

Name of School/Agency
Address
Contact Person
Telephone Number (include area code) and best time to call
Programs that could be viewed

Please be aware that any such recommendation should have prior approval of your school/agency administrator.

LETTERS TO THE EDITOR

Letters published in *Perceptions* do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its publication. Considerations include space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of *Perceptions*.

Letters should be sent to:

Lynn VanEseltine Sarda, Editor *Perceptions*
Old Main Building Room 212
State University of New York
New Paltz, New York 12561

TABLE 5B.
KRUSKAL-WALLIS ONE-WAY ANOVA:
CHI SQUARE AND LEVELS OF SIGNIFICANCE FOR SIGNIFICANT ITEMS

Skill	Chi Square	Significance Level
RERSB 2 Object Aggression	15.30	.0093**
RIRSB 8 Student States Opinion In Non-Threatening Manner	21.95	.0005***
RIRSB 9 Student Does Not Interrupt	17.93	.0030**
RIRSB 10 Student Refrains From Physical And Verbal Aggression	25.22	.0001***
RSRSB 1 Student Does Not Self-Injure	20.34	.0011**
RSRSB 4 Student Is Able To Self-Dress	12.17	.0324*
RSRSB 9 Student Waits Patiently For Turn During Activities	18.55	.0023**
RTRSB 5 Student Gets Out Necessary Materials For Instruction	15.61	.0080**
RTRSB 7 Student Completes Homework And In-Class Assignments	12.80	.0253*

(*) $p < .05$
(**) $p < .01$
(***) $p < .001$

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CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a Special Education Training and Resource Center (SETRC) trainer with Ulster County Board of Cooperative Educational Services. She has been working in the field of special education for the past seventeen years. Her column, Current Issues in Special Education, appears as a regular part of *Perceptions*.

STUDENTS WITH ATTENTION DEFICIT DISORDER (ADD)

ADD is not a separate disability category in the Individual with Disabilities Education Act (IDEA), and does not necessitate, according to the NYSED, special education for most students with attention deficits. Please note that the term ADD also encompasses children with attention deficit hyperactive disorder (ADHD).

The US Department of Education has issued a clarification of its policy regarding the needs of children with ADD that addresses the following points:

- School districts are responsible for evaluating all children suspected of having a disability, and who may need special education and/or related services. This includes children who have a medical diagnosis of ADD; however, a medical diagnosis *alone* is not sufficient for a child to be eligible for services under IDEA.
- Students with ADD may be eligible for services under IDEA if they meet the criteria of any one of the following categories: "other health impaired"; "seriously emotionally disturbed"; or "specific learning disability."
- If a child meets the eligibility requirements under IDEA for any one of the above categories, an Individual Education Program (IEP) must be developed, and full continuum of placements, including regular classroom, must be considered and available to the child.
- Students who do not meet the eligibility requirements under IDEA, *may* still be considered handicapped under Section 504 of the Rehabilitation Act of 1973. In Section 504, the definition of a handicapped person is "one who has a physical or mental impairment which substantially limits a major life activity ..." Whether or not a student is covered by Section 504 depends on the severity of the ADD. If a child is found to be handicapped under Section 504, s/he must be provided with an Individual Education Program.

Failure to meet the criteria for eligibility under IDEA or Section 504 should not negate the need for appropriate instructional or managerial strategies in the regular classroom for those children with ADD or ADHD characteristics.

For further information or clarification, you may call:

- Your local Special Education Training & Resource Center (SETRC);
- Division of Program Development & Support Services (518-474-8917).

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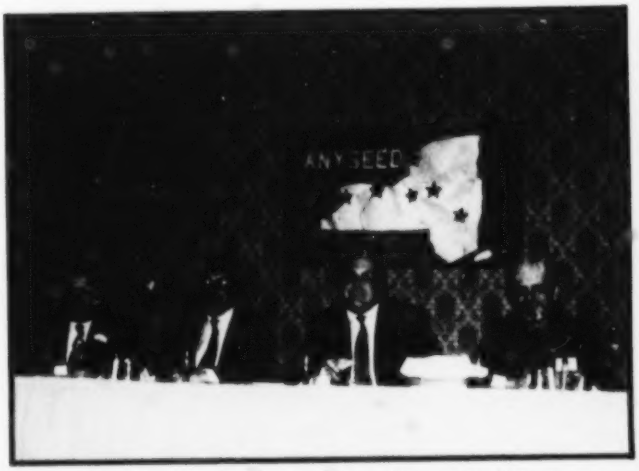

Marc Costello, Jim Burke, Robert Aiken, John Volents

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28th ANYSEED CONFERENCE TAKES SHAPE

Rochester Thruway Marriott

March 11-14, 1993

As the 1992-93 school year draws to a close, the ANYSEED Conference Committee is hard at work planning what is shaping up to be a dynamite 28th Annual Conference.

Keynote speakers aren't confirmed at this date, but I can tell you that real excitement is building around the Conference theme and approach. The Executive Board decided at the annual meeting that the 1993 Conference should focus on cooperation and collaboration. To that end, we have developed the theme, "COLLABORATIVE EFFORTS: EDUCATIONAL EXCELLENCE THROUGH SHARED EXPERIENCE."

All of us have seen marked financial cutbacks within educational systems during the past couple of years. These restrictions have affected all organizations by curtailing their ability to organize and sponsor programs to diminished audiences. Downsizing means fewer dollars to pay keynote speakers, print publications (such as *Perceptions*), and to conduct quality conferences. Conference attendance through school districts, BOCES, and agency underwriting has fallen sharply.

Despite the above, ANYSEED has chosen to continue our primary mission of providing training to individuals working with emotionally disabled children and youth. To make it possible to spread the costs of providing quality conferences and programs, ANYSEED will provide leadership in forging a truly cooperative, collaborative conference offering. One organization, the New York State Association of Vocational Education Special Needs Personnel, has already expressed interest, and it is hoped that they will soon be joined by others. It is envisioned that workshops from each conference partner will give us a broad topic appeal. Stay tuned for more news on this topic and for keynote speaker announcements.

Should you have questions concerning the above, or ideas for Conference programming, feel free to contact me directly (716-889-3524).

EVERETT F. KELLEY
Conference Chairperson

28th ANNUAL ANYSEED CONFERENCE
Rochester Thruway Marriott, Rochester, New York • March 11-14, 1993

- CALL FOR PAPERS SUBMISSION FORM -

WANTED: Presentations by teachers, university professors, administrators, trainers, researchers, psychologists, social agencies, child care workers, and other persons involved with programs for emotionally disturbed students.

BE SURE TO SEND:

_____ Original and a copy of completed form.
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_____ Two copies of a 500-word summary to be used in the BRIEFS column in the ANYSEED publication, *Perceptions*. Summaries should be presented in a format conducive to being reprinted in a journal. ANYSEED reserves the right to edit articles. Submission of this form constitutes permission to reprint this summary in *Perceptions* and/or other ANYSEED publications.
_____ One self-addressed, stamped envelope.
_____ One 3x5 card for each participant. Each card should include the participant's name, title, school/program, home address, home phone number, work address and work phone number. Also, please include any other biographical information to be included in the conference brochure.

RETURN TO: Ed Kelley
14 Maple Street
Scottsville, NY, 14546-1223

PLEASE CIRCLE THE DAY AND TIME THAT YOU PREFER TO PRESENT:

March 11th, - A.M. - P.M.
March 12th. - A.M. - P.M.
March 13th. - A.M. - P.M.

ANYSEED Conference Committee assigns workshops based on several criteria. The committee will make every effort to respect your preferences. If you are unable to present during a specific segment of the conference, please note that here:
_____

WORKSHOP TITLE: _____
_____

WORKSHOP PARTICIPANTS: _____
_____
_____

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SUBMIT YOUR PROPOSAL EARLY
SUBMISSION DEADLINE: October 30th , 1992

CONFERENCE REGISTRATION FEE WILL BE WAIVED FOR WORKSHOP PRESENTERS*

Preferred duration of presentation:
_____ 90 Minutes _____ 180 Minutes
Limited registration: _____ No _____ Yes _____ people
Contact one week prior to conference with preregistration numbers: _____ No _____ Yes

SPECIALTY AREA: Check the area(s) that pertain to your presentation:

_____ Emotionally Disturbed
_____ Learning Disabled
_____ ED/LD Blend
_____ Administrative
_____ Adolescent
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_____ Public School Setting
_____ Computer Utilization
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_____ Curriculum Area
_____ Advocacy/Parents
_____ Other _____
_____ Inclusion
_____ Transitional Programing

ALL AUDIO-VISUAL EQUIPMENT MUST BE PROVIDED BY PRESENTERS. ANYSEED cannot supply any equipment. We will, however, provide information on rental of equipment for presenters from outside the Rochester area. Please check if you require a room with special requirements:

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_____

*Full ANYSEED Conference fees will be waived for presenters. Any seminar or workshop requiring a separate or special registration and/or registration fee will NOT be included in this waiver.

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Date Rec'd: _____ Date Com. Reviewed: _____
Accepted: _____ Rejected: _____
Day: _____ Time: _____
Workshop Letter: _____ Room: _____
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_____
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- DON'T BE LEFT OFF THE PROGRAM - SUBMIT PROPOSAL EARLY -

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WE WOULD LIKE TO KNOW........

YOUR IDEAS, REACTIONS, AND OPINIONS ABOUT CURRENT AND EMERGING ISSUES AND PRACTICES IN THE EDUCATION OF CHILDREN WITH EMOTIONAL DISTURBANCES!

To assist ANYSEED in responding to the concerns and needs of educators, would you please review and complete the questionnaire below and return it to:

Lynn Sarda, Perceptions Editor
Old Main Building, Room 212
State University College At New Paltz
New Paltz, New York 12561.

Responses will be shared with ANYSEED officers, Board members, and Perceptions staff in order to help our organization design proactive and relevant activities. Thank you.

QUESTIONNAIRE

Name (optional): ______________________________

Address (optional): ______________________________

Local ANYSEED chapter: ______________________________

I am willing to serve as an area representative or liaison for ANYSEED (please circle):

1. Yes
2. No
3. I would like more information about this.

If 1. or 3., be sure to provide your name and mailing address on this form.

Please indicate the appropriate response to the following questions. We value both an expression of your interest in each topic and your opinion about the topics as well.

INTEREST LEVEL:	HIGH	MEDIUM	LOW
1. I would like to know about the New Compact For Learning and how it affects my work in the field. Reaction/Opinion Comments:	H	M	L
2. I am interested in learning more about the role of VESID. Reaction/Opinion Comments:	H	M	L

3. I would like information about infusion. H M L
Reaction/Opinion Comments:

4. I am interested in learning about bilingual special education practices. H M L
Reaction/Opinion Comments:

5. I need to know more about the consultant/collaborative teaching model. H M L
Reaction/Opinion Comments:

6. I would like to know how education reform issues are affecting special education practices. H M L
Reaction/Opinion Comments:

7. I would like to learn how education reform might affect the role of the special educator. H M L
Reaction/Opinion Comments:

8. I am interested in alternative programming for at-risk students. H M L
Reaction/Opinion Comments:

9. I am interested in successful practices in mainstreaming/inclusion. H M L
Reaction/Opinion Comments:

10. My reaction to class size changes is:

11. My reaction to the collapsed IEP is:

12. I would like to see ANYSEED:

13. Other Comments:

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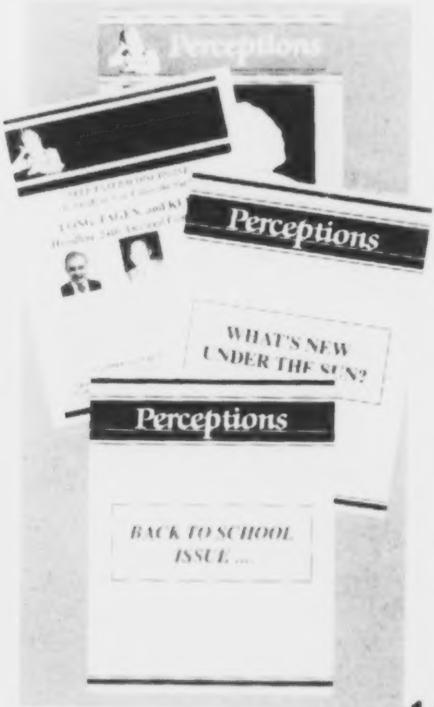
CALLING FOR STORIES

In a future issue of *Perceptions*, the editors would like to focus on STORIES. The intensity and value that a person's stories may have is evidenced in Robert Coles' book, *The Call Of Stories*. We hope to compile a collection of stories - from professionals, from parents, from students, from children - that capture important experiences in people's growth. If you have a story - how you entered the profession; or a meaningful, sustaining experience in your worklife; or how you have learned to deal with the stress, demands, and joys of being with individuals with emotional disturbances - please submit it to us for consideration. If you have student's writings with which you are both pleased, or student's artwork, please obtain a release and send them to us for review. If you are publishing collections of writings in your school or agency, perhaps you would submit an article describing that process. Submission results in careful consideration of the document, but not necessarily in publication. Join with us in celebrating STORIES.

Please send submissions to: Lynn Sarda, Editor Perceptions, Old Main Building 212, State University College at New Paltz, New Paltz, New York 12561. Thank you.



NOTICE – NOTICE – NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

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Perceptions

Volume 27, Number 2

Spring/Summer 1992

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

ANYSEED'S
28th ANNUAL CONFERENCE
MARCH 11, 12, 13, 14, 1993

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Volume 27, Number 3
FALL 1992

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A Journal for Practitioners

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ANYSEED'S 28th ANNUAL CONFERENCE
COLLABORATIVE EFFORTS:
EDUCATIONAL EXCELLENCE THROUGH SHARED EXPERIENCE

Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Guidelines for Submission of Articles

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

title of article
name of author(s), affiliation
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Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

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CONTRIBUTING EDITOR

Myrna Calabrese
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Perceptions

A Publication of the ANYSEED

A Journal For Practitioners

FALL 1992
Volume 27
Number 3

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Associate Editor
Michael Frazier

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LETTER FROM THE PRESIDENT

The 27th Annual Conference was held on Long Island this year, and was widely acclaimed by the participants. The theme of the 27th Conference was "More With Less: Educational Excellence with Diminishing Resources." What made this conference a success was the combined efforts of an excellent conference committee, and also the contributions of two other professional organizations: NAVESNIP and SEALTA. The intense effort in putting together the 28th Annual Conference has been underway for months now. The theme of the 28th Annual Conference will be "Collaborative Efforts: Educational Excellence through Shared Experience."

As you can see, due to the fiscal restraints that are currently prevalent in New York State, ANYSEED continues to address the needs of our members in these difficult times. We are privileged to have several other professional organizations, both educatonal and administrative, join us in a collaborative effort for the 28th Annual Conference.

Networking, peer support, professional enhancement, socialization, collaboration, are all reasons that ANYSEED exists. Our strength is in our members and all that we are able to give to each other. I look forward to an exciting and productive year. The executive board and I invite you to join in working together in a variety of activities that would be of benefit to us all.

Bob Aiken
President

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FROM THE EDITOR

A trademark of the 1992-1993 school year is collaboration, and the 28th Annual ANYSEED Conference has as its theme "Collaborative Efforts: Educational Excellence through Shared Experience." Though stringent economic times may promote increased pooling of financial resources to meet professional needs, collaboration may also be on the rise as there is a growing recognition that sharing insights, talents, and efforts can lead to exciting possibilities that might not otherwise exist. In this issue of *Perceptions*, readers will share the experiences and knowledge of New York State Education Department personnel, higher education staff, a school psychologist, a retired educator and past ANYSEED president, and a teacher-in-training.

Helen Hartle, head of the NYS Staff Development Bureau, shares information about New York State Teacher Resource and Computer Training Centers, a network of 115 inservice providers with a remarkable history of successful collaborations. Inservice training needs were identified in *Perceptions*, Vol. 25, #1 by Wendy Baker; in *Perceptions*, Vol. 26, #4, Lorraine Taylor addressed identified competencies for educators and ED/BD adolescents. The Readers' Survey results showed a high level of interest in the role of the special educator in education reform. By keeping abreast of inservice needs and programs that allow educators to share their expertise, stakeholders have an opportunity to participate in the reform that enhances education.

Edith Marks, a retired New York City teacher and past president of ANYSEED, shares a story. This short piece of fiction captures the experience of one teacher trying to understand very special youngsters. Responding to our Call For Stories, Ms. Marks graciously shares her talents with "If You're Happy and You Know It, Clap Your Hands."

Thomas Reilly and Gordon Wrobel have collaborated on a piece entitled, "Safe Stress: A Proactive Response to Conflict and Crisis in the Classroom." Working together, these authors have raised some important questions about how we might begin to deal with stress in an empowered manner. They share a most useful list of resources for readers to pursue for additional information on the topic.

Also in this issue, you will find Conference Information. Among the scheduled speakers is Arnold Goldstein, who appeared in *Perceptions*, Vol. 24, #1, with an article on Prosocial Skills. Nicholas Long authored "Re-Educating Highly Resistant Emotionally Disturbed Students" in Vol. 25, #3 of *Perceptions*; he is to present at the 28th Annual ANYSEED Conference as well. It is wonderful to find the continued sharing of experience among and between superb practitioners in the field of special education. The ANYSEED Conference looks to be dynamic and exciting.

This edition of the journal offers an Index of *Perceptions* issues from Volume 24, Number 1 through Volume 27, Number 2. Such an index allows the reader to look back easily to identify recent articles of interest. Results of the Readers' Survey are presented in this issue. A new feature, VIEWPOINTS, appears for the first time in *Perceptions*. VIEWPOINTS is a forum for many points of view about the experiences involved around the special education field and the lives of individuals with special needs.

We hope you enjoy this issue of *Perceptions*.

Lynn VanEseltine Sarda
Editor

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SAFE STRESS: A PROACTIVE RESPONSE TO CONFLICT AND CRISIS IN THE CLASSROOM

by

Thomas F. Reilly and Gordon D. Wrobel

Thomas F. Reilly is a member of the special education faculty at Chicago State University. Gordon D. Wrobel is a school psychologist in the Minneapolis public schools; he has been working with EBD individuals for the past ten years.

There are literally hundreds of definitions for "stress" found in the research and professional literature (Matteson & Ivancevich, 1987). For the purposes of this paper, stress will be defined as the body's reaction to any demand made upon it (Selye, 1976). Stress-related problems are seen to be caused by a degree of imbalance between the demands of the environment and the person's coping skills (Hopps, 1979; Milstein, Golaszaski & Duquette, 1984). Stress can have a negative impact on the productivity and attitudes of human beings (Gallagher, Vogel & Bowers, 1987), and is viewed as an occupational hazard in the area of special education (Cherniss, 1980).

Stress is a given for anyone who is living (Bedford, 1980; Stroebel, 1982; Whittlesey, 1986). With the proliferation of both professional and popular literature addressing the adverse effects of stress upon performance and health, one could easily come to the conclusion that stress should be avoided whenever possible. The present authors prefer to identify stress as an omnipresent factor having the potential to be positive as well as negative (Schafer, 1987). The term "safe stress" attempts to communicate the idea that stress can be managed. Hence, the harmful effects of stress can be avoided, or at least diminished, while still acknowledging that adults and children often seek out stress in their lives. Stress-seeking may be evident in many behaviors such as engaging in physical or intellectual challenges, sports and recreation, or emotional risk-taking. Stress can be that which makes life stimulating and exhilarating, so long as it is managed properly.

Emotional conflict may be defined as occurring when a person's ability to maintain control (emotional equilibrium) is exceeded by environmental demands. The problem may be perceived as a dysfunctional interface between the person and the environment, rather than "the person" or "the environment" alone (Wagner, in Rhodes & Tracy, 1974). While Baldwin (1978) identified six major types of emotional crisis and defined each differently, Miksic (in Kerr, Nelson & Lambert, 1987) responded to the difficulty of dealing with emotional crisis by stating that "a student's loss of control can best be handled by remaining calm, non-confrontational, and placing a higher priority on the safety of other students and yourself than on taking disciplinary actions or demonstrating who is in control" (p. 250).

Conflict itself is not good or bad. According to Gordon (1974), conflict is inevitable and frequently valuable to humans. We need to learn to manage rather than encourage conflict, i.e. deal with conflict constructively. Stress caused by conflict must be evaluated in terms of its frequency, intensity, and duration. The ability to recognize and resolve conflict successfully helps humans to shape self-concept, especially within the school experience (Gesten, Weissberg, Amish & Smith, in Maher & Zins (Eds.), 1987).

A proactive approach to educating students with emotional/behavioral dysfunction (EBD) may be equated with establishing effective stress management skills for the professional and the student. The implementation of a proactive intervention program for dysfunctional children and youth involves at least three components: (1) awareness of stress and stressors (that which causes stress), (2) interventions related to the management of stress, and (3) skills generalization strategies.

The first component is understanding stressors as the stimuli for the stress response, and recognition of indicators of the actual stress response for the individual as well as for others. Secondly, professionals, in addition to identifying stress in themselves and others, need to teach "safe stress" skills to students. The educator's curriculum priorities must include time for teaching stress management skills; however, before we expect educators to teach stress management, we need them to be introspective enough to recognize and deal with their own stress in an appropriate manner. Finally, in the natural setting, teachers should be alert for opportunities to reinforce the students for demonstrating their stress management skills. Teachers should model safe stress and expect colleagues and students to contribute to the effective management of stress in the school community.

The educator of children with emotional and behavioral disorders can benefit from having an understanding of stress: its causes, its process, and its function. An understanding of stress and the various methods which can be learned to effectively manage stress, when taught to students, can greatly enhance the classroom environment. This proactive intervention, like many others, must compete for the scarce time available in the educator's curriculum.

An ongoing problem is that schools are often more reactive than proactive in providing services to children and youth with behavior problems. Since few schools have a consistent, positive delivery of proactive intervention services, there is relatively little data available on the "best practices" for the use of proactive approaches with students experiencing emotional or behavioral problems (Kauffman, 1990). Effective curricula are available for teaching stress management (Stroebel, 1982; Fagen, Long & Stevens, 1976; Goldstein, Sprafkin, Gershaw & Klein, 1980), but it is often incumbent upon the individual educator to research, adapt, and implement any such material.

Two important questions for educators to ask are :(1) what is stress, and (2) how does stress impact one's performance (Rubenzer, 1988). Schools can function as stress-reducing communities when they provide information and skills to solve "life" problems and when they create an environment that allows adults to feel they are helping students (Sylvester, 1983). While educators cannot control the personal lives of their students, they can create a stress-controlled ("safe stress") environment in their classrooms by providing an ongoing effort to create routine, structure, and organization in the school day (Chandler, 1987).

In addition, the educator can teach, as part of the regular curriculum, material emphasizing the importance of stress awareness and stress management in everyone's life. Stress management teaches directly to the presenting problem for many students identified with emotional or behavioral disorders. The effects upon classroom climate should be obvious. Stress management and social skills curricula function in similar ways (Goldstein, Sprafkin, Gershaw & Klein, 1980). These are the skills which allow the person to be more effective in understanding relationships, solving problems in social contexts, and developing a sense of self in relation to the world. Perhaps these curricula could be considered as "mental health" curricula. What would be more appropriate for students experiencing emotional or behavioral problems than to work on skills which allow them to be more effective in their interactions with self and others?

Stress is a key factor in job satisfaction and subsequent job retention for the educator of students with emotional and behavioral disorders (Braaten, 1990). A personnel report prepared by the Minnesota Department of Education (1990) found that: (1) a critical shortage of licensed EBD teachers exists, (2) nearly 40% of teachers licensed to serve students with emotional and behavioral disorders had been in the field 3 or fewer years, and (3) despite having 1,355 surplus EBD teachers, 303 positions were filled by teachers on variance or with provisional licenses.

How significant is the effect of stress upon the educator of students with EBD? Although no clear cause-and-effect relationship has been established between stress and interpersonal and professional performance problems for EBD teachers, it is reasonable to assume that stress plays a major part in the success or failure of an EBD teacher. A review of the vast literature concerning stress effects in the general population will substantiate the seriousness of the concern.

For the general population, it is estimated that "more than 66% of all visits to primary-care physicians are for stress-related disorders" (Rosch, in Robinson, 1990, p.12). 95 million Americans experience one or more stress-related symptoms weekly and take medication for relief, and the American business community estimates the losses due to stress-related problems to exceed 150 billion dollars annually (Nathan, Staats & Rosch, 1987).

Numerous medical research studies have found significant physiological effects are directly related to stress. Everly and Benson (1989), in their review of the research literature in the field of psychoneuroimmunology, found that studies warrant the following conclusions:

" 1. Stress, bereavement, and depression have been shown to be clinically significant immunosuppressors;

2. Stress suppresses immunity in proportion to the intensity of the stressor;

3. Prolonged stress may be more of an immunosuppressor than is acute, intense stress; and

4. The ability to exert a sense of control over the stressor serves to mitigate immunosuppression." (p. 73)

It is the fourth conclusion which has particular relevance for the educator. By teaching stress management techniques to students, one can directly affect not only the students' mental health, but possibly their physical health as well.

Potential stressors abound, and the reaction to specific stressors is highly individualized (Price, 1984; Robinson, 1990). Once a stressor is introduced, the recipient has the choice of adapting to the stressor, escaping from the stressor, or finding a way to eliminate the stressor (Selye, 1976). Common stressors for educators may include work overload (Cooper & Marshall, 1976; Kyriacou & Sutcliffe, 1997); large class size (Maslach & Pines, 1977; Olsen & Matuskey, 1982), negative student behaviors (Lortie, 1975); lack of perceived success (Freudenberger, 1977; Pines & Kafry, 1978); and lack of administrative support (Lawrenson & McKinnon, 1982; Weiskopf, 1980). When stressors are identified, interventions can be taught to the person(s) feeling stressed (Hourcade, 1988).

The result of an accumulation of perceived stress over long periods of time may be "burnout" (Casteel, 1984). The term "burnout", like stress, is used so frequently, in so many widely-varying contexts, that the meaning of the term lacks specificity. Burnout is frequently referred to as a breakdown or failure to produce (Freudenberger, 1977). The process and result have been reported in the literature frequently (Cherniss, 1980; Maslach, 1978), and is often characterized by apathy, anger, and emotional rigidity. These phenomena can be manifested via emotional distancing, increased absenteeism, and a high attrition rate (Zabel & Zabel, 1982), yet can be significantly controlled by the individual involved (Glugow, 1986).

In order to decrease the negative impact of cumulative stress, professionals need to heighten their awareness of the interrelationships between: stressors, perception of threat resulting in negative stress, adequate and appropriate short- and long-term management skills, and an ongoing process of self-assessment. As an example of the awareness needed, let us look at some typical estimates of the amount of caffeine which can be found in some commonly-available products. Caffeine is found in coffee (approximately 100 mg.), tea (25 mg.), cocoa (15 mg.), certain soft drinks (50 mg.), and chocolate (40 mg.). Caffeine can also be found in varying concentrations in many products the general population may be unaware of, such as over-the-counter and prescription medicines. By ingesting quantities of the various items listed, it is conceivable that caffeine could accumulate to excessive levels in the body over the course of a day. This is problematic in that quantities greater than 350 mg. over the course of a day can lead to physical dependence on caffeine (Everly & Benson, 1989).

Like other stimulants, caffeine ingestion results in a host of physiological changes, and oftentimes obvious behavioral changes as well. Individual tolerance and reaction to caffeine ingestion varies dramatically. If an individual who drinks excessive amounts of coffee typically becomes irritable, impatient, or demanding, it follows that there would be an increased probability that mistakes will be made in his/her interactions with students. For the educator of students with emotional/behavioral disorders, even small decreases in interactive effectiveness can have immediate and dramatic effects upon the behavior of students. Being aware of the effects of caffeine allows the educator to self-monitor his/her behavior to determine the impact of caffeine use.

Because caffeine use is legal, readily available, and socially acceptable, it is relatively easy for an individual to develop a dependence upon caffeine. Physical and behavioral changes caused by caffeine use can be very subtle, and a person could develop a pattern of behavior in which s/he ingests high quantities of caffeine without recognizing its deleterious effects. The implications for educators working with a dysfunctional population are obvious. Caffeine is only one of many stressors which can have significant impact upon health and job performance. By learning stress awareness strategies, the individual can be more conscious in the use of chemicals, such as caffeine.

Proactive education includes provision for us as human beings to regenerate our psyches (Marrous, 1988). Some individuals have found that clarity and focus may be achieved through recognizing the positive effect of an active lifestyle, learning how to relax, and managing time more effectively (Noel, 1987). In any case, coping adequately and avoiding burnout may be achieved by anticipating stress and learning how to get help once stress-related problems are experienced (Hartsough & Myers, 1985).

Long-term exposure to stress may induce reactions such as fatigue, difficulty in sleeping, problems in the workplace, and emotional distancing from loved ones. At least five factors have been identified as integral to coping successfully with stress. These include control, success, satisfaction, support, and variety (Clarke, 1985). To counter the cumulative impact of the commitment to working with students with behavioral and emotional concerns, and the fact that all too often success is not achieved, there is a necessity for the teacher to solidify his/her commitment to promoting mental health and to the teaching of coping strategies (Bloom, 1985; Malone, 1989).

There are numerous strategies for developing effective skills for managing stress: communication as a stress-related coping strategy (Fling, 1984; King, 1986); self confidence (Reed, 1984); cognitive imagery (Schlander & Dana, 1983); humor (Gibbon, 1988; Raschke, Dedrick & DeVries, 1988); positive parent/teacher involvement (D'Aurora & Fimmian, 1988); knowledge of personality type (Heikkinen, 1986); time management (Kells, 1982); active lifestyle (Holt, 1987); and effective problem-solving skills (Parasuraman & Hansen, 1987). Bookstores often have entire sections on the topic of stress. The techniques proposed vary widely in their approach and utility. It should be remembered that no one technique has been proven effective for everyone under every condition. This means that each person may need to search and sample a number of strategies before finding a process that works.

For the educator of children and youth with behavioral and emotional disorders, the information provided in the present manuscript may be a good place to begin the search for effective proactive strategies for working with children and youth experiencing emotional and behavioral problems. Many excellent curricula exist and several of these are listed in this paper's references, but this is by no means an exhaustive list. Safe stress strategies require an individually-determined approach and should be experienced personally by the educator before attempting to teach the strategies to others. It is clear that safe stress curricula have enormous potential for the field of emotional and behavioral disorders.

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NEW YORK STATE TEACHER RESOURCE AND COMPUTER CENTERS:

A UNIQUE EDUCATIONAL INFRASTRUCTURE

by

Dr. Helen Hartle

Helen Hartle is a Bureau Chief of the New York State Education Department Staff Development Office. She has been vitally interested and involved in professional growth throughout her career.

The Teacher Resource and Computer Training Centers, developed by New York State, have become a unique and sound educational "infrastructure" which has given new meaning, direction, and purpose to the professional development of teachers and other school personnel. No other state in the nation has made such a substantial and lasting commitment to its school personnel. In fact, collectively, Teacher Centers have become an effective institution, directly tapping a rich reservoir of skilled and talented school professionals who capably share knowledge, train peers, induct new teachers into the profession, and willingly meet challenges of curriculum reform and structural changes designed to effectuate better teaching and learning opportunities for the state's elementary and secondary students.

Teacher Resource and Computer Training Centers were established in law by the New York State legislature in 1984 in order to provide systematic, ongoing, professional development services for the state's teachers. The statute, modeled after the Federal Teacher Center legislation which expired in 1980, created a new dimension for staff development, built upon the research-supported premise that a critical component of effective staff development is the full involvement of those being serviced in decisions about content and method of delivery of staff development. The New York State Teacher Center model is a collaborative one in which all participating groups work in the interest of providing the best possible staff development services to teachers and other school professionals. The Policy Board is comprised of a majority of teachers who are selected by their bargaining agents.

In 1984, forty-four Teacher Resource and Computer Training Centers were funded from a $3.4 million legislative allocation. Since then, a total of $87.4 million has been allocated by the state legislature for Teacher Center operations. Currently, 115 centers, located in all areas of the state, serve well over 250,000 public and non-public school professionals. In addition, centers are also currently serving the training needs of parents, as part of their efforts to assist in the implementation of the state's reform initiative: "A New Compact for Learning."

Some accomplishments of New York State Teacher Centers follow:

1. **Technology Training.** Thousands of teachers and other school professionals in New York State have taken full advantage of numerous opportunities provided by Teacher Centers to learn new technical skills which are ultimately integrated into classroom instruction. Key to the success of Teacher Center technical programs is the ongoing support and convenient access to hardware and software. Many teachers have also learned to use the Teacher Center statewide telecommunications network, which allows them to communicate and exchange information with peers across the state, and to access numerous databases to enrich their own knowledge and classroom instruction techniques. As the technology develops, Teacher Centers are expanding interests into new multi-media programs and finding new uses for existing technology. Through Teacher Centers, teachers and other school professionals believe that technology can and will play an increasingly critical role in effective classroom instruction. Teacher Centers are ensuring that teachers and other school professionals have the essential technical understanding and skills for the present and the future.

2. **Collaboration and Shared Decision-Making.** Many of the school reform projects currently underway in the state require effective collaboration and shared decision-making skills. Teacher Center Policy Boards, through their structure and functions, have been pioneers in these initiatives. Teacher Center Policy Boards, comprised of teachers, parents, school board members, school administrators, and representatives of business and higher education institutions, regularly demonstrate the effectiveness of collaboration. Much of the success of Teacher Centers is due to successful collaborative efforts; further, Teacher Centers have learned and piloted essential group skills which are being shared with school districts currently involved in school reform.

3. **Linkages.** Teacher Centers have developed unique and essential linkages with a variety of other agencies. These successful linkages are also key elements in efforts to build bridges to the future. Through connections with higher educational institutions, Teacher Centers have created strong links between the pre-service and in-service education of professional school personnel. Teacher Centers have worked effectively with New York State colleges and universities to the mutual benefit of all partners. Some of the strongest linkages between Teacher Centers and higher education occur at the five Teacher Centers located on college or university campuses, and others which are run collaboratively with institutions of higher education.

Through efforts of individual Teacher Centers, some creative and strong partnerships have been developed with New York State businesses and industries, large and small. These partnerships have not only increased resources available to Teacher Centers, but they have also opened important dialogue and interchange among teachers, schools, and industry, which can only improve learning opportunities for students and have positive effects on industries.

4. **Collegiality and Professionalism.** Teacher Centers, as perceived by New York State's teachers, are essential to their professional well-being. According to statewide evaluation reports, teachers believe that Teacher Centers provide crucial access to relevant professional development activities geared to effective classroom applications. They further believe that Teacher Centers have significantly increased access to essential resources. Most important of all, teachers in growing numbers reflect a sense of ownership and responsibility for their own professional development.

5. **New Roles for Teachers**. Teacher Centers have promoted important new leadership roles for teachers creating rich new resources in schools. Teachers are conducting staff development programs for their peers, developing curricula, conducting research projects, mentoring new teachers, and participating in many other activities which they report have revitalized their interest in teaching and have motivated them to stay in the profession.

6. **Promoting Continuous Staff Development.** The creation of the Teacher Center program directly influenced a substantial increase in the number of staff development activities throughout the state. Not totally expected was the finding that staff development activities conducted by all agencies have significantly increased in most parts of the state. The fact that more professional educational personnel have greater opportunities for continuous professional development is in itself significant.

Teacher Centers play a major role in building staff development programs today for schools of tomorrow. The accomplishments of Teacher Centers are a tribute to New York State's talented teachers and other school personnel.

For your copy of 1993 Conference Program

Please Contact: Ed Kelley
14 Maple Street, Scottsville, NY 14546-1223
(716)889-3524

IF YOU'RE HAPPY AND YOU KNOW IT, CLAP YOUR HANDS

by

Edith Marks

Edith Marks is a retired supervisor of staff development for the New York City Board of Education's city-wide special education programs. Since her retirement, she has been writing fiction and nonfiction, with current efforts on a work about glaucoma.

In all of her forty years, Emma could not remember having seen a room so cluttered and laden with materials and, given her recent course instruction for her Masters, so contrary to her expectations of what good room arrangement should be for emotionally disturbed children. The room could double for a setting in a Fellini film. One couldn't see the walls for the posters, oversized alphabet letters and numbers, and children's productions: finger paintings of blotched colors, seed and bean constructions, collages of paper and cloth. What could be in Laslo's mind, the director of Step-Up School, who, after hearing about the latest incident with Danny (the boy in her class giving her trouble from the minute he entered her room), suggested, no, insisted that she talk with Lillian?

"Nobody could control Danny," Jack, a colleague, assured her. He taught a class of pre-adolescents next door to her room. His opinion lifted her morale, only to deflate it when he added, "At least not a mature newly-minted teacher." At her age, she didn't think of herself as a novice. She had life experience, part-time jobs, evidence which she had presented to Laslo when she applied for the job.

Listening to Laslo expound on how Step-Up's resources of clinical treatment, sound educational practices, and caring teachers created an environment where severely troubled children could heal, Emma knew from the bottom of her heart that she wanted to join the team. Never mind that the school was tiny and under-financed; that it had only one class per grade; and that each class spanned an age range of three years. Never mind that the building, a converted two-family house, had an exhausted air about it. Emma's spirit rose to the sentiment of recovering the hearts and minds of these children. Much as she disliked subway travel, the extra half-hour on the trains from Manhattan to Brooklyn would be a small price to pay for the privilege of working alongside Laslo and the other teachers.

She had set about persuading Laslo that the raising of her two daughters, Lois and Geraldine, her student teaching (although light years back when she was nineteen), and her Masters qualified her for the job. To seal her argument, she confided that she had been analyzed. She skirted the question of marriage, preferring to keep that chapter of her life locked away. Drummond, gone for ten years, had receded in her memory. Even his violent rages, beatings, and alcoholism no longer tormented her. She had climbed out of the abyss which his desertion had thrown her into, and managed through part-time jobs and the help of her parents to raise her children well. Both were going to college on full scholarships. She knew about depression, the struggle for survival, and how a helping hand can make a difference. She could be one of those hands now, teaching children the standard curriculum, imbuing them with a love of the arts, enriching their lives with warmth and laughter. Her fervent responses to his questions captivated Laslo. He hired her on probation.

Emma's dream shattered on contact. The first hour of the first day, Danny, a strong, stocky thirteen-year-old, swung at Charles, scrawny and older by three years. Charles, nose bloodied from the impact of Danny's fist, upset his and Emma's desk, accusing her for her failure to protect him. Stung by Charles' condemnation, Emma cornered a defiant Danny to reprimand him, whereupon Danny, snarling, seized a chair and thrust it at her. Emma backed off, barely escaping a four-pointed assault and shouting at Danny to stop his nonsense. The chair fell from Danny's hands then, and he slumped to the floor.

Jenny shouted that Danny was having a seizure, and Emma, never having witnessed a convulsion, panicked. She screamed for help, frightening the rest of the class: Jenny, a tense tiny girl of fifteen; Annie, dumpy and a year younger than Jenny; Ramon, Charles' age but basketball-player height; and Rashid, with the body of a miniature wrestler. The entire class plunged out of the room, streaming through the hall into other classrooms where they upset routines, then into the girls' toilet where they unrolled toilet paper. From there, toilet paper floating behind them, they ran into the kitchen, terrorizing the cook who ran into Laslo's office yelling she'd had it with those crazy kids and he'd better find himself another cook. Hall patrol finally collared each child, one by one, and escorted them to Laslo's office where Laslo extracted an apology from them to the cook, who said she would reconsider provided Bulonsky, the custodian, placed a lock on the kitchen door.

Emma's classroom management techniques did not improve. Her colleagues offered suggestions: set up rules; line the children up one by one; have the children decide their own punishments for infractions of the rules; set up a reward system; make good behavior worthwhile for them; give incentives for good behavior and also for completion of work. Emma tried everything.

She could not overcome Danny's dominance in her class. He took over. If he decided that a reading lesson would take place out of the scheduled order, the other children opened their books. If he wanted to see a film-strip outside of its scheduled time, he ordained the rearrangement of the schedule. The few times Emma jockeyed with him over the schedule, Danny rallied the class to his side and soundly defeated her objections. And he had a mean streak. A favorite ploy of his involved instigating the other children to defy her, especially Jenny, the most verbal of her charges. Emma's half-hearted attempts to introduce what she considered more suitable reading matter than the book on outlaws which Jenny clung to, elicited not compliance but a tirade of abuse, ranging from a scathing appraisal of Emma's incompetence to a withering comparison to Jenny's hateful mother.

Also, Danny somehow stimulated Annie to expose herself. Emma never heard any exchanges between the pair, but suddenly Annie would begin to strip. If Emma didn't catch Annie in the act, the child would have her clothes off in an instant, as she had done on the third day when Emma was writing a long exercise on the board, only to find on turning back to the class that a naked Annie was ringed by the boys, their smirking faces suddenly greedy and adult.

What prompted Laslo to urge Emma to meet with Lillian was a particularly dangerous event. Danny worked loose a pencil sharpener and threw it at Ramon, who had snickered over the difficulty with which Danny was reading from his primer. Who would have thought Ramon even listened to Danny for, when not engaged in activity, Ramon usually rocked back and forth, oblivious to his surroundings. Yet, when he chose, Ramon read material at an eighth-grade level. The sharpener narrowly missed Ramon's head, but shattered one of the two windows in the room, letting in a cold gust of air and incensing Bulonsky, who complained bitterly about the difficulty of keeping up with repairing destroyed property. There was no doubt in Emma's mind that Bulonsky held her responsible for every chip, crack, and marring of the walls in her classroom.

Now, here she was, in this startling room amid a profusion of broken toys, old clothes, and somewhat suspect educational equipment. What were five well-worn tires doing in one corner? And that rocking horse, obviously Salvation Army rescue? Not to mention several overflowing bins containing scraps of cloth, feathers, leather, laces, felts, paper plates, ribbons, old Christmas cards, and magazines? That entire area looked more like a nest that industrious magpies had collected than a resource section.

Lillian, a woman in her fifties with graying hair drawn back in a bun, and dressed as usual in black pants and grey sweatshirt, sat in a circle of eight small children, ranging in age from six to eight. Belting in a good contralto "If you're happy and you know it, clap your hands," she lifted her head at Emma's entrance, without missing a beat, and pointed with her jutting jaw to a chair outside the circle. Emma pulled a child-sized chair into the circle opposite Lillian. She had observed these children once before, when Lillian had taken them out to the swings at the same time that Emma's class was in the yard. Physically, the children looked normal except that, on closer inspection, one became aware of unfocused eyes, an air of frenzy, garbled speech, or no speech except mewlings and grunts. Lillian prodded and poked each child to sing along with her. Two or three of them squeaked out some semblance of speech; the rest fidgeted and jiggled on their seats.

Undaunted, Lillian rolled through three stanzas of the song, attempting to animate the children to follow her lead of clapping hands, stamping feet, and making vowel sounds. Completing the song, she produced an apple. With that gesture, the children's attention fused and they watched while she divided the fruit into eight slices. Ceremoniously, she handed each child a piece which they, all but one, wolfed down. The holdout, a tiny girl who brought to mind a porcelain doll, held the slice by its edge. Lillian retrieved the slice, grasped the child between her knees, tilted back her oval white face, pried open her mouth, and inserted the apple, quite like a dentist shoving a cotton ball into one's mouth. Lillian then pressed the child's lips together.

Involuntarily, Emma's hand closed over her own mouth. How could Lillian force-feed the child this way? It might be dangerous. The child might choke. She would have to ask Laslo about it. Lillian narrowed her eyes and looked defensive. "If you don't show these children you mean business from the start, you've lost the battle before the skirmish. Hey, watch your hair."

Emma felt a sharp tug at the back of her head. Lillian set the child aside and swooped behind Emma, who sensed a minor fracas in the region of her head and neck, her hair as prize. "Ouch." She thrust her head forward. That kid meant business. "Hold it," Lillian commanded, and Emma tried to figure out if Lillian spoke to her or to the child. Then, as suddenly as it had occurred, the child's grip loosened. Lillian lifted the hair-mangler and set her on a vacant chair next to herself. Emma saw several strands of red hair clutched in the child's fist. She looked around the room once more, and this time focused on a group of bald-headed dolls. Emma ran her fingers through the thick sponginess of hair at the nape of her neck. Lillian, noting the gesture, smiled, "She didn't get much," and then her expression soured, "No, you don't." The child she had force-fed had spit the apple out. Lillian roughly pulled the child again into the vise of her thighs and produced a second apple. Tommy, spying the remains of the first apple, ingested core and seeds, emitting a small burp upon swallowing. The other children, temporarily disconnected from Lillian, lapsed into what Emma judged to be their separate inertias, punctuated only by their repetitious movements. One child pulled a string through his fingers again and again; another rocked, head between his legs. The girl who had pulled Emma's hair now pulled at her own. A fourth child plucked the arm of a stony girl sitting upright in her chair. Emma saw that Lillian had placed a thick sleeve of material on the girl's arm to absorb the pinches.

Lillian cut the second apple into eight pieces, one of which she thrust into the mouth of the girl. Like a paramecium, the child engulfed the apple, and Emma thought that Lillian had triumphed; but no, the slice, still intact, oozed from the child's mouth and dropped to the floor. Color stained Lillian's throat and brightened the sallowness of her cheeks. She released the child and offered the remaining sections to the other children, all of whom halted their private obsessions to take up a new treat. "See," Lillian insisted. "See Tommy here. He wouldn't eat, just like her, when he came into my class. It doesn't take my children long to learn that I mean business."

Emma studied the child who stood where Lillian had placed her. She felt a tug in her heart. The child looked more frightened than defiant. Her rigid, small body was glued to the floor; the pupils of her eyes were darting here and there, like a fly beating its wings against a closed window in terror. Emma reached over and lifted the child to her lap, putting her arms around the small, stiff body.

"I wouldn't do that," Lillian cautioned. "They don't like to be touched. Adults are suspect to them. They're the ones who did terrible things to them."

Emma cuddled the child. "She's not resisting." She rocked the child back and forth as she would an infant and made soothing noises to her. Holding the child was like trying to enfold a mannequin, all arms and legs, hard, still, obverse to the soft melting of her own two daughters when they were small. Reluctantly, she slid the girl to the floor. A flicker of justification crossed Lillian's face.

The gym teacher came in to collect Lillian's children for a half-hour of gym. That daily half-hour and lunch relief comprised the periods Lillian was freed from her charges, yet she did not complain. Whenever one met her, her spirits were high, her walk crisp. How did she do it? Why didn't she become discouraged? Emma sensed Lillian's spirit was the main reason that Laslo had urged her to meet with Lillian. How could she have been so presumptuous as to challenge Lillian's treatment of a child? A feeling of discomfort overcame her and she rose to leave.

Lillian caught her by the arm, "Don't go yet. We haven't talked. You should know something about my children. They're not as fragile as they look. You think I'm too tough on them? Yes, I can see it in your eyes. Believe me, Emma, they know that what I do, and what's been done to them, is different. Do you know why Marie, the girl who wouldn't eat the apple, is the way she is? Two weeks ago, her mother put her in a frying pan and shoved her in the oven. She would have lit it, too, if a neighbor, hearing the child's screams, hadn't come into the apartment. That's the abuse we know about. Then there's Tommy. When we rescued him from his home, his body was a map of scars." A taste of metal came into Emma's mouth when she visualized the soft tissues of the child. "Cigarette burns, knife cuts, you name it," Lillian continued. "And Rafael. Did you notice his crooked legs? Fractures. His father said Rafael had run away and so punished him by beating on his legs. We found Jaime with a chair tied to his backside. He walked around like that all the time, and was freed only when his mother and her boyfriend used him. He can't recite the alphabet, but he can name all the sexual organs of the body, both male and female, the street names. Open their files, Emma, and the sickness of the sickest of our society spills out. If the children make it here, they're tough. The vulnerable ones die, make headlines, and then they, too, are forgotten. These children learned early that the world is an awful place and their only means of survival is to shut themselves out of it. It's up to us to show them they're wrong." She paused. "You didn't come here to listen to my lecture about my kids, did you?"

Emma shook her head, embarrassed now that she had come. How could she compare her class of admittedly difficult children to those traumatized children in Lillian's class? Her students talked, argued, and even interacted at times. They told her what they wanted, what they would do and how they would do it. Her problem lay not in dredging them out of their despair, but in taking charge of them as a class.

Lillian drew her chair up to Emma's. "You want a perfect class. You want to make Danny into a model student, eliminate his rages, bring Charles out of his depression, pound some sense into Annie's head, turn Jenny into a fun-loving teenager. You think you're God? You think our kids don't spit in God's face every day of the week?"

"You're so successful, Lillian. You work miracles with these children. What's your secret? Let me in on it." The words, meant to be lighthearted, came out sounding desperate instead. Again, a wave of embarrassment flushed through Emma's body.

"Hah," Lillian poked Emma's knees with her own. "Success. It took me two years to get Jaime to go to the bathroom by himself. None of my kids talk. Tommy will brush his teeth if you teach him to do it every day. At times, one of my children will read one or two words. I should say 'decode', because words mean nothing to them. I don't know what they understand or how much of what I say to them is incorporated. They give me no feedback. They get bigger. The girls reach menarche. They bleed. The boys reach puberty. They get erections. When a child moves into, say, a class like yours, the psychologists say they misdiagnosed the condition. My children are so severely damaged that the percentage of hope for their recovery is in one-digit numbers."

"Laslo's not pessimistic about these children, and I can't believe you're pessimistic. If you were, you couldn't be so effective."

Lillian's gaze softened. "Well, they do move a little with me." She smiled. "You're right. I do see some progress and that's what keeps me going. Baby steps. Who knows? Maybe I've got an Einstein buried in one of them."

The gym teacher returned and the children ran into the room where they clustered about Lillian. Marie squirmed through the others to stand directly next to Lillian, so close that Lillian automatically put her arm around her while she directed the others to take their seats. Marie raised her eyes to Emma's and extended her thin arm towards her. Emma held out her hand. The child clasped Emma's hand in hers and brought it to her mouth. Emma felt warm, moist breath on her knuckles, a flick of tongue.

"Well, I never ..." declared Lillian. "Looks like you've made a friend." Emma suppressed a desire to hold the girl in her arms. Instead, she gently withdrew her hand. "I'll be back to see you," she promised. She gazed then at the other children and, at that exact moment, the distance between herself and the children evaporated, leaving in its stead a heady feeling of sureness, an inner knowledge not found in graduate courses or in pious mouthings of friends and colleagues, but coming from her own being, giving her strength.

Entering her room, Emma saw that the relief teacher had given the children an art lesson. Annie wallowed in finger paint up to her elbows; Charles traced spidery outlines of buildings on composition paper; Danny worked on a comic strip paralleling Star Trek adventures; Ramon colored-in outlined automobiles; Rashid crafted dinosaurs out of papier mache; Jenny drew monster figures on construction paper, coloring them with vivid splashes of red, green, and yellow. The relief teacher grinned. "They insisted on doing their own thing." He pointed to a still-life of a grapefruit, three oranges, and a banana. "No Cezannes here." Emma swallowed her dismay at the mess Annie had made and thanked him. At least the class was quiet.

The children continued to work on their projects, disregarding the change in command. Emma cleared her throat. Math and social studies loomed as the next obstacle to tackle this morning. She had introduced fractions at the beginning of the week and wanted to keep the momentum alive until the children incorporated the concept of "one" and its many variations. She cleared her throat louder this time. "Time for math." The buzzing of a wasp would make more impact on them than her voice.

Danny lifted his head. "My hair's in my face." Emma walked over to his desk. "Mind if I brush it back for you?" Danny snorted. "It's a free country." Emma brushed back a hank of dark blond hair. She saw that Danny had completed eight panels on the page, divided into four on the top and four on the bottom.

"How many panels did you make?"

"You stupid or something? Don't you see? Eight."

"What part of the page is one panel?"

"Huh?"

"Danny, what part of the page is one panel?"

"I don't know. Why are you asking me stupid questions?"

"If eight panels make up the whole page, what part of the page is one panel?"

The other children abandoned their projects and stole over to Danny's desk. Jenny stood alongside. Ramon and Rashid moved in behind. Charles edged along the fringes. Annie crept under

Emma's elbow.

"It's one part." A look of exasperation crossed Danny's face. "Now, are you satisfied?" He looked around at the others. "Whatcha all crowding me for?"

"They want to see what you're doing. Show them, Danny, how your page can be divided into eighths, halves, and quarters." Emma hoped he had retained enough of yesterday's lesson to demonstrate.

Danny rose to the challenge. He folded the paper. "Halves." Folded it again. "Quarters." A third fold. "Eighths."

"Exactly," Emma said. "Let's work out some addition and subtraction problems together." She distributed fresh paper to the children, who all resumed their seats. Emma segued into her math lesson. Danny, the first to complete the assignment, brought his paper to her for correction. She saw that he had mastered the problems; gave him 100%; and pasted a silver star to his paper. She placed her hand over his. "Thank you for the lesson." Danny grunted, and straddled his seat. "What's next, Teach?" he asked.

On impulse, Emma clapped her hands and sang out, "If you're happy and you know it, clap your hands." The children raised their heads to stare at her. Then Jenny said, in a voice shorn of its thorns, "Hey, gang, let's sing."

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Please let us know of your change of address by notifying:

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ITEM OF INTEREST FROM OUR READERS!

One of our readers asked that we initiate a list of teachers whose students would enjoy being pen pals. So, if you are currently teaching a group of students and would like to set up a pen pal letter exchange with another class, please let us know. Remember to get administrative approval before furnishing us with the following information to be printed in *Perceptions*:

PEN PAL REQUEST:

I would like my class to become involved in a pen pal letter exchange. I would like *Perceptions* to print the following information:

School Name/Address:
District Name:
Teacher's Name:
Grade/Subject:

I have obtained administrative approval for the above information to be listed in *Perceptions*.

Signature Date

Return the completed form to Lynn Sarda, Editor, *Perceptions*, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561.

VIEWPOINTS

***VIEWPOINTS** provides a forum for readers to share experiences in the field of special education. This first writing for **VIEWPOINTS** features the thoughts of a teacher-in-training, Jamee Burich, as she approaches a career with enthusiasm and vitality. Jamee is a graduate student in the Special Education program at the State University College at New Paltz, NY. We welcome submissions of various **VIEWPOINTS** to this column.*

There is a familiar expression, "To teach is to touch a life forever." As my training for teaching comes to a close, my anticipation towards my new career is becoming more intense. My hopes for my future students and myself are diverse.

First of all, I hope to touch my students' lives in the most positive ways possible. I want my students to be excited about learning and to look forward to coming to school. It is my hope to develop the maximum potential of each of my students. It is my belief that the education of children is the responsibility of not only the school system (teachers, administrators, and support staff), but also parents and the communities in which they live. Parents are teachers, too! Therefore, I look forward to bridging the gap between the classroom and home by communicating frequently with parents and continually soliciting their involvement and support. A teacher's responsibility does not end when the school bell rings.

Before I even get to the point where I can involve myself with parents, I have to go out and interview for a job (scary!), if there are any (depressing!). The anticipation of sitting in an interview, and having questions fired at me, makes me a little nervous. My hope is that I present myself as the enthusiastic, caring, and motivated individual that I am.

A teacher today, whether in special education or regular education, needs to keep up with new models of teaching, such as inclusion, cooperative learning, and whole language, as well as teach the curriculum according to the state guidelines. These changing focuses in education force the classroom teacher to keep refining his/her skills constantly, if one is to be an effective teacher. I think one of the things that makes teaching attractive to me is the fact that each year there will be new ideas and research that I can incorporate into my classroom. This will prevent my job from becoming routine and monotonous and, at the same time, challenge me to provide more effective instruction.

So, come on, graduation! My long-awaited career is just around the corner. If everything progresses as planned, a year from now I'll be in *my* classroom; planning worthwhile activities for *my* class; planning with *my* colleagues; and implementing all of *my* ideas. Wish me luck!

COLLABORATIVE EFFORTS:
EDUCATIONAL EXCELLENCE THROUGH SHARED EXPERIENCE

NEW YORK STATE COLLABORATIVE CONFERENCE
MARCH 11-14, 1993
ROCHESTER THRUWAY MARRIOTT

ANYSEED'S 28TH ANNUAL CONFERENCE, DON'T MISS IT !

CALLING FOR STORIES

In a future issue of *Perceptions*, the editors would like to focus on STORIES. The intensity and value that a person's stories may have is evidenced in Robert Coles' book, *The Call of Stories.* We hope to compile a collection of stories from professionals, parents, students, and children that capture important experiences in people's growth. If you have a story (how you entered the profession), or a meaningful, sustaining experience in your worklife, or how you have learned to deal with the stress, demands, and joys of being with individuals with emotional disturbances, please submit it to us for consideration. If you have a student's writings or artwork with which you are both pleased, just obtain a release and send them to us for review. If you are publishing collections of writings in your school or agency, perhaps you would submit an article describing that process. Submission results in careful consideration of the document, but not necessarily in publication. Join with us in celebrating STORIES.

Please send submissions to: Lynn Sarda, Editor, Perceptions, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561. Thank you.

OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information to be reviewed for publication for ANYSEED members who wish to visit:

Name of School/Agency:
Address:
Contact Person:
Telephone Number (incl. area code):
Best Time to Call:
Programs to be Viewed:

Please be aware that any such recommendation should have prior approval of your school/agency administrator.

LETTERS TO THE EDITOR

Letters published in *Perceptions* do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its pubication. Considerations include space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of *Perceptions*.

Letters should be sent to:
Lynn Sarda, Editor, *Perceptions*
Old Main Bldg., Room 212

RECOGNITION AT THE ANYSEED CONFERENCE

NOMINATE NOW!

The ANYSEED Executive Board has established four awards which are presented at the annual conference. Any current members of ANYSEED may nominate individuals for these awards.

CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor an outstanding special education student, school or agency.

STEVEN J. APTER AWARD

The Steven J. Apter Award is presented to an outstanding individual in the field of special education. Nominations will be accepted for individuals who have made significant contributions in such areas as research/scholarship, leadership, professional achievements, and commitment to youths with handicaps.

EVERETT KELLEY VOLUNTEERISM AWARD

The Everett Kelley Volunteerism Award is presented in recognition of the spirit of volunteerism. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education.

TED KURTZ TEACHER ACHIEVEMENT AWARD

The Ted Kurtz Teacher Achievement Award is presented to an outstanding educator in the field of special education. Nominations will be accepted for teachers who have made a significant contribution and have shown commitment to individuals with handicaps.

To nominate an individual or agency, please send the following information:

Name of Award:
Name of Nominee (student, school, agency):
Address:
Telephone Number:
Submitted By (Name of ANYSEED Member):
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Biographical Sketch (student):
Historical Background (school/agency):
Program Goals (student/school/agency):
Achievements (student/school/agency):

Attach two letters from educators or professional affiliates to illustrate merit and/or program commitment.

Send nominations to: Robert Aiken, BOCES II, 100 Suffolk Ave., Stoney Brook, NY 11790

CONFERENCE INFORMATION

COLLABORATIVE EFFORTS: EDUCATIONAL EXCELLENCE THROUGH SHARED EXPERIENCE

NEW YORK STATE COLLABORATIVE CONFERENCE

COLLABORATORS INCLUDE:

ANYSEED - Association of New York State Educators of the Emotionally Disturbed
NAVESNP - National Association of Vocational Education Special Needs Personnel - New York State Chapter
ASEA - New York State Association of Special Education Administrators
SEALTA - Special Education Administrators' Leadership Training Academy
VESID - Office of Vocational and Educational Services for Individuals with Disabilities
CCBD - Council for Children with Behavioral Disorders - New York State Chapter - Branch of Council for Exceptional Children
FLFSP - Finger Lakes Family Support Project - Federally Funded Nine-County Family Support Group

Now that the 1992-1993 school year is in full swing, the Executive Board of ANYSEED asks that you take a moment to examine your personal training objectives for the year and, indeed, your career. It is with this sense of seriousness that I approach you concerning the 28th Annual ANYSEED Conference. We will offer an unparalleled training experience in March of 1993. Save your $$ and plan on being in attendance.

As indicated in the last issue of *Perceptions*, our Spring 1993 Conference will be a collaborative effort, involving several of New York State's finest educational organizations. **Our headline cast of keynote speakers will be unmatched at any other Conference.** Workshops from throughout the U.S. have been sought.

As this journal goes to print, we have definite confirmations from the following speakers:

Dr. Nicholas Long - Noted author and outstanding speaker vis-a-vis behavioral disorders as well as trainer of administrators or teachers in the Life Space Interview process.
Dr. Eleanor Guetzloe - University of South Florida. Excellent speaker on adolescent violence, aggression, and suicide. Author of books on these topics.
Dr. Arnold Goldstein - Chairman of Special Education at Syracuse University. Director of the Center for Research on Aggression. Author of skillstreaming books. Dr. Goldstein is another outstanding speaker.

Dr. Allen Mendler - Dr. Mendler is nationally known as a speaker on the topic of "discipline with dignity."
Mr. James Fogarty - Excellent speaker on a variety of education-related topics.

Asst. Commissioner or
Deputy Commissioner - Office of Vocational and Educational Services for Individuals with Disabilities.

Conference keynote presenters will generally be providing a keynote address, a full-day presentation, and then re-join us on Sunday morning for our Annual "Meet the Experts" panel discussion to answer questions.

A special session is planned which will feature Associate Commissioners from OMH, DSS, and SED to discuss current collaborative efforts within New York State and future directions of children's mental health services statewide. Such a session should be well received by conference attendees.

ANYSEED is serving as the "lead organization" in arranging this collaborative conference. Seven other organizations have agreed to join us for what should prove to be an historic conference. Other collaborative organizations are still possible; specifically, we are attempting to develop a parent strand by extending invitations to three parent groups statewide. Each collaborating partner will be responsible for providing at least six workshops, which should give us broad topic appeal.

Please contact me directly with any questions concerning the 1993 conference at (716) 889-3524.

Everett Kelley, Conference Chair

For your copy of 1993 Conference Program

Please Contact: Ed Kelley
14 Maple Street, Scottsville, NY 14546-1223
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MARCH 11-14, 1993
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Plan A includes: Three nights accommodation for Thursday, Friday, and Saturday, plus:
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Guest rooms not available for check-in prior to 3:00 PM.

CUT-OFF DATE FOR CONFERENCE PRICE/ACCOMMODATIONS IS FEBRUARY 26, 1993.

ANYSEED'S 28TH ANNUAL CONFERENCE REGISTRATION FORM

(Pre-registration form must be received by January 15th, 1993, for early bird discount)

A COPY OF THIS FORM SHOULD BE SENT TO COMPLETE YOUR REGISTRATION. USE THIS FORM FOR REGISTRATION ONLY! TO RESERVE A HOTEL ROOM, USE FORM ON NEXT PAGE.

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Return this advance registration form with your check prior to January 15, 1993, to pre-register for the 28th Annual Collaborative Conference. A complete registration form will be within the Conference Program which will be available near the first of the year. Early registrants will be sent a Conference Program.

Checks should be made payable to ANYSEED and forwarded to E. F. Kelley, 14 Maple Street, Scottsville, NY 14546-1223.

-Submit registration on or before January 15, 1993, and receive EARLY BIRD discount -

CONFERENCE REGISTRATION FEES:

CONFERENCE	BEFORE 1/15/93	BEFORE 2/5/93	AFTER 2/5/93	AT DOOR	$ REMITTED
FULL CONFERENCE	$100	$135	$160	$185	
THURSDAY ONLY	$75	$90	$125	$150	
FRIDAY ONLY	$75	$90	$125	$150	
SATURDAY ONLY	$75	$90	$125	$150	

NOTES:

- Group Single Agency: Registered as a group (8 or more at one time with one remittance): $75.00 per person single day fee or $100 per person full Conference fee, if received by February 5, 1993.
- STUDENTS (full-time only): Submit student ID card for full Conference registration fee of $75.00.
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ALL REGISTRATION FEES INCLUDE COMPLIMENTARY MEMBERSHIP FEE (1993-1994).

COLLEGE COURSE INFORMATION

The ANYSEED Professional Development Division, in conjunction with the 28th Annual Conference Committee and the Institute for Staff Development in Education at SUNY, New Paltz, is pleased to announce the establishment of a three-hour graduate course associated with the 28th Annual ANYSEED Conference, March 11, 12, 13, and 14, 1993.

Course: 39593, Contemporary Issues and Problems in Working with Emotionally Disturbed Children

Description: Issues and problems related to working with emotionally disturbed children, as identified in the conference sessions, will be considered. In-depth analysis of the major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required.

General Course Requirements: Students are required to

1.) Attend the full 28th Annual ANYSEED Conference.
2.) Attend class sessions scheduled for March 11, 1993 at 7:30 pm, and March 14, 1993, at 9:00 am.
3.) Summarize and analyze each of the workshops attended.
4.) Propose an independent project that applies information acquired from the conference sessions.
5.) Be available for individual consultations with the course instructors with respect to the proposed independent project.
6.) Implement and evaluate the independent project.
7.) Submit written report by July 15, 1993.

Detailed guidelines for course requirements will be distributed in the first class meeting.

Registration Deadline: February 26, 1993

Fees: $309.55, in addition to the conference fee. Make money order payable to ANYSEED, and mail to: Ms. Claudia Petersen, ANYSEED Professional Development Division, P.O. Box 247, Glenwood, NY 14069. 14580.

Registration Information: When sending the fees ($309.55 and conference fee), please enclose the following information: Name, Address, Home Telephone, Work Telephone, and Present Work Position.

ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS. REMEMBER TO FORWARD COURSE REGISTRATION AND CONFERENCE REGISTRATION FEES AND REGISTRATION FORMS FOR EACH. ALL FEES MAY BE COMBINED INTO ONE MONEY ORDER. The Executive Board of ANYSEED encourages early registration for the above course to avoid being closed out. This course is intended for persons willing to assume responsibility for independent study work and who have demonstrated competencies in this area.

READERS' SURVEY RESULTS

Responses are in from the *Perceptions* Readers' Survey. Nine topics were listed in the survey for readers to rank in terms of importance. The topics were:

- New Compact for Learning
- VESID
- Infusion
- Bilingual Special Education Practices
- Consultant/Collaborative Teaching
- Education Reform and Special Education Practices
- Education Reform and the Special Educator
- Alternative Programming for At-Risk Students
- Successful Practices in Mainstreaming/Inclusion

Readers expressed the greatest amount of interest in **Education Reform and Special Education Practices** and **Education Reform and the Special Educator.** These topics were followed by **Alternative Programming for At-Risk Students**, and then **Successful Practices in Mainstreaming/ Inclusion**. Next, the **New Compact for Learning** was followed by **VESID** and **Consultant/Collaborative Teaching**.

Respondents noted a range of reaction to the change in class size, with a balance of "it's working" to "negative!" The collapsed IEP received a similar response, with approximately 1/3 of the respondents finding it positive; one-third finding it confusing and negative; and a little less than one-third, ambivalent.

Readers stated that they would like to see ANYSEED grow and offer more programs in various regions. We appreciate that there were those of you who took the time to respond to our survey. It's your voice that produces relevance.

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NOTICE – NOTICE – NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

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Perceptions

Volume 27, Number 3

FALL 1992

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

ANYSEED'S
28th ANNUAL CONFERENCE
MARCH 11,12,13,14, 1993

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Perceptions

Volume 27, Number 4
SPRING 1993

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

LESSONS

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Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

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* * * * * *

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Perceptions

A Publication of the ANYSEED

A Journal For Practitioners

SPRING 1993
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Number 4

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FROM THE PRESIDENT

It is with great pride that I speak to you about our organization. The 28th Annual Conference was recently held in Rochester. Largely through the efforts of our conference chair, Everett Kelley, and our hardworking Executive Board and volunteers, this year's conference was an outstanding success. We were privileged to have an excellent array of keynoters and workshop presenters. I believe that the unforeseen factor of a blizzard actually added to the camaraderie and fun experienced by all throughout the weekend.

As always, I was impressed with the fervor that presenters and participants put into their professional endeavors. This was equally felt and experienced in the social activities held in the evenings.

ANYSEED brings to its participants a unique blend of fun and professional advancement that keeps it continuously in the forefront of professional organizations. I thank you all for being a valued part of the total experience.

Robert T. Aiken, *President*

ANYSEED Chapters requesting reimbursement for the 1993/94 fiscal year must request this in writing to the executive board president on or before March 1st, 1994, for disbursement on or before June 30th, 1994. Address included in this issue.

FROM THE EDITORS

Reflecting upon the 1993 ANYSEED Collaborative Conference, it becomes evident that there is a real interest by practitioners in sharing ideas, practices, and possibilities with one another. *Perceptions* is just one more means for you to keep in touch with your colleagues about your learning, your approaches, your experiences of value. A major component of effective adult learning is that of *perceived use*, or relevance, of the material by the practitioner. Conference workshops clearly indicated enthusiasm about information to use, information to apply, information to try out … researcher as teacher/teacher as researcher! Through *Perceptions*, practitioners can also communicate about issues, practices, and ideas. We encourage you to think about what you do in the field and how it might contribute to the lives of other professionals. Summon up your energy; reserve your time; and put together an article for submission to *Perceptions*. This is a practitioners' journal … make it yours!

In this issue, Sidney Miller, Julie Armentrout, and Julia Flannagan examine the promotion of generalization for youth with disabilities. The results of this study hold real value for the practitioner who assumes his/her practice may be promoting generalization. William Behre, Thomas McIntyre, and Kathleen Rogers take a look at the effects of labelling on some students placed in special education programs; these authors let the students speak for themselves. Joseph Burger writes of "Loneliness, Friendship, and Resilience," with a call to encourage and nurture our learners.

You will also find a Conference Recap by Everett Kelley. This section of *Perceptions* will, for those who attended the Collaborative Conference, help recall the experience. For those who did not make it to Rochester, the recap may give you some sense of what you missed.

We hope to see you at next year's gathering, and we hope to hear from you with articles submitted to *Perceptions*. In the meantime, have a glorious spring!

Lynn Sarda and Michael Frazier

STRATEGIES THAT PROMOTE GENERALIZATION FOR YOUTH WITH DISABILITIES: AN EIGHT-YEAR RETROSPECTIVE

by

Sidney R. Miller, Julie A. Armentrout,
and Julia Flannagan

Sidney R. Miller is a professor of Special Education at Southern Illinois University at Carbondale. Julie A. Armentrout is a doctoral student in Special Education at SIU. Julia Flannagan is a Researcher, Department of Special Education, Southern Illinois University at Carbondale.

INTRODUCTION

One contemporary issue relating to the efficacy of instructional methodology for children and youth with mild and severe learning and behavioral disabilities is whether a specified instructional tactic is able to promote generalization across settings, behaviors, subjects, and/or conditions. The issue of generalization is critical if the goal of educators is to foster change that will produce more adaptive behavior not only in specialized instructional settings, but also in normalized school, community, and workplace settings. The contemporary guidelines for generalization were formulated by Stokes and Baer (1977) when they defined the parameters as the occurrence of target behaviors under various conditions (i.e., settings, subjects, behaviors, and time). They observed that for the behavior to occur across diverse conditions, strategies must be developed and utilized to implement the generalization process in the targeted conditions.

In the early and mid-1970s, the lack of generalization data from pioneer instructional tactics such as visual and auditory perceptual training, language training, and gross-motor training resulted in critical analysis and reviews by Hallahan and Cruickshank (1973), Hammill and Larsen (1974), and Newcomer, Hare, Hammill, and McGettigan (1975). In the case of the pioneer instructional tactics, the theoretical construct suggested that the use of sensory-motor intervention would lead to improved language and motor skills by students identified as educationally disabled and confronting continuing school failure. The implicit assumption suggested in the literature was that the aptitude training would lead to improved academic and motor performance under a variety of conditions. Follow-up efficacy studies failed to sustain the theoretical constructs or implied suggestions. Given the obvious academic and behavioral value of instruction that leads to generalization, investigators have explored and discarded a variety of these 1950 and 1960 approaches.

The questioning of such procedures was accelerated by follow-up studies of the 1980s (Mithaug, Horiuchi & Fanning, 1985; Hazasi, Gordon & Roe, 1985; DeStephano & Wagner, 1991). These investigations suggested that interventions and procedures administered to mildly and severely disabled learners during the 1970s and 1980s did not result in generalized performance in community and workplace settings following public school training.

The emergence of new delivery models involving "Transitional Planning" presupposed generalization. Most transitional planning models expect a student to generalize learned behavior in a variety of settings, including the training site and the community-based work placement. The goals and expectations of transition planning have apparently been limited by ineffective program strategies and instructional interventions which have yielded generalization.

One approach which has been explored by investigators is the efficacy of metacognitive procedures, which require the disabled learner to become involved in his/her program monitoring and evaluation. Metacognitive tactics have been suggested by some (Kanfer, 1970) as a possible effective instructional tactic in fostering generalization of academic and social behaviors. Several investigators during the 1980s and 1990s conducted studies examining metacognition as a generalization tool among populations with behavior disorders. Sasso, Melloy, and Kavale (1990) demonstrated that training for appropriate behaviors through the metacognitive approach can promote generalization of pro-social behaviors using self-recording, prompts, and fading of treatment strategies.

Rhode, Morgan, and Young (1983) used self-evaluation tools to promote maintenance and generalization. In their study, six students classified as behavior disordered were closely involved in their own individual treatment plan. In a resource room setting, students learned to evaluate their social and academic behavior. These new behaviors were maintained at a higher than baseline level when the students returned to their regular education classroom.

Hughes, Ruhl, and Misra (1989) reviewed self-management models for students with behavior disorders in school settings. The authors found that self-management was most successful when combined with methods such as contingent reinforcement, matching, or cueing. Each intervention method was found to increase the student's appropriate behavior across settings. Rhode et al. (1983) also demonstrated that, in using self-instruction, the student's academic and social behaviors increased at a rate comparable to their non-handicapped peers.

Adding to the general findings, Bender and Evan (1989) found that a combination of self-monitoring and class meetings could also positively increase academic and social behaviors within the regular education classroom.

Nelson, Smith, Young, and Dodd (1991) conducted a meta-analysis of self-management studies. The analysis supported conclusions that metacognitive procedures are an effective intervention methodology among youth with behavior disorders. Further, Nelson et al. (1991) found that the treatments failed to generalize, and suggested that generalization would occur only when generalization is considered a vital part of intervention and is systematically programmed into the treatment package.

Etscheidt (1991) supported earlier findings when it was observed that metacognitive strategies appear to be a highly effective approach, but noted that generalization must be a planned component of the intervention in which the investigation considers issues of changing environments, behaviors, times, and conditions as part of the overall training process.

This review looks at eight studies that specifically included instructional strategies and behavioral techniques designed to promote maintenance and generalization of specified academic and/or social behaviors across a variety of school settings, subjects, behaviors, and time. The evaluation was designed to yield information what would enable researchers and instructional personnel to identify critical variables that facilitated generalization, and to target those factors which were not included and thus limited the utility of the study to researchers and instructional personnel. The studies were conducted by master's level students in Special Education at Southern Illinois University at Carbondale with populations exhibiting Severe Behavior Disordered, Moderate Mentally Retarded, and/or Mild Learning Disability characteristics. Each study was conducted as part of an ongoing practicum experience in school programs located on the grounds of a residential mental health facility, in a local community-based school facility, or a community-based worksite.

METHOD

Studies Selected

The eight studies to undergo analysis were selected from a pool of 17 refereed research articles published as part of a grant designed to train master's level students in working with populations having been identified as exhibiting either Severe Behavior Disordered, Moderate Mentally Retarded and/or Mild Learning Disability characteristics. All the selected studies were conducted in either a school program operated by the local special education cooperative on the grounds of a residential mental health facility, in a traditional local community-based school, or in a community-based worksite. Of the studies reported, five were conducted in the residential mental health facility, two in a traditional community-based school, and one in a community-based worksite. Each of the selected publications employed at least one aspect of metacognition and the design reflected a strategy for promoting generalization. Each study was designed by the master's level student with the advice and supervision of a faculty member in the Department of Special Education at Southern Illinois University at Carbondale and the professional personnel at each setting.

Study Selection Process

All of the selected studies had been conducted by graduate students in the Department of Special Education master's degree program. Each of the studies had been submitted and accepted by a refereed journal or monograph for publication. The investigators included only those articles that had been selected through the referee process, since the process supported the assumptions of research rigor.

The descriptors used in the selection process to identify the eight articles from the pool of 17 included self-monitoring, self-evaluation, self-instruction, self-control, integrated settings, transfer of training, fading procedures, and multiple baseline or multiple treatment variables. The studies were expected to contain descriptors that included no less than three of the above descriptors. All the subjects in the eight studies had been identified as being either Severely Behavior Disordered, Moderately Mentally Retarded, and/or Learning Disabled.

The studies were selected by a three-person panel composed of a faculty member, one doctoral student, and one master's degree student.

Definition of Terms

Generalization: The ability of the subject to exhibit the newly-acquired behavior that was learned under one set of conditions (e.g., reading group) into a secondary set of conditions (e.g., mathematics group).

Instruction: The daily process during which the student is expected to learn his/her academic material and exhibit appropriate behavior(s) in the selected instructional sites (e.g. the classroom).

Instructional Setting: The setting in which the subject received instruction in a specific curricular area by the classroom teacher.

Maintenance: The conserving or retaining of a newly-learned skill over time in the environment in which it was originally learned.

Metacognition: A dynamic idiosyncratic strategy designed to assist an individual to manage his/her own behavior through a process of self-observation, self-recording, self-evaluation, self-analysis, and self-reinforcement.

Self-Monitoring: A process in which the subject of the study assumes responsibility for observing his/her behavior(s) that have been targeted for change. As part of the self-monitoring process, the student is expected to observe his/her own behavior, record at specific times the occurrence/non-occurrence of the behavior, and then chart his/her daily performance relative to the targeted behaviors.

Social Validation: The investigator's reliance upon teacher-generated data which was derived from either questionnaires, interviews, and/or surveys to identify or target a specific behavior.

Training: The process during which the teacher (investigator) describes the procedures the subject will be expected to exhibit during the learning and performance process in the classroom. As an example, students will be trained to self-observe their behavior, record their observations, and chart the newly-collected data.

Training Setting: The environment in which the investigator taught the subject how to perform the targeted behavior or set of behaviors.

Treatment Duration: The length of time in conducting the entire study.

Analysis Procedures

A. Seven review criteria were chosen by the panel to analyze each of the selected articles that met the screening criteria. The seven review criteria were:

1.) subject/behavioral characteristics
2.) target behaviors
3.) design/settings
4.) instruction time/treatment duration
5.) generalization strategies
6.) methods of generalization assessment
7.) outcomes

B. The doctoral student would review the material initially, identifying information that matched the seven review criteria. Once the doctoral student completed the task, all the material was reviewed by the senior author and a master's level graduate assistant. Reliability was calculated by dividing the number of agreements with the number of disagreements plus agreements, and multiplying the dividend by 100 to yield a reliability coefficient. The reliability across categories ranged from 82 to 95 percent with a mean of 93 percent. The highest agreement occurred in the category of design/settings and the fewest agreement occurred within the category of instruction time/treatment duration.

Review Criteria Rationale

The review was designed to investigate two issues. First, the evaluation was designed to yield information that would enable researchers and instructional personnel to identify: 1) critical variables that facilitated generalization, and 2) information which was not included in the study and thus limited the utility of the study to researchers and instructional personnel. The major concern that prompted the analysis was whether the designs met the guidelines laid down by Stokes and Baer (1977). The investigation further sought to determine whether the actual results could enable researchers and instructional personnel to conclude that the subjects had clearly demonstrated generalization of behavior, thus enabling them to function more independently under the changing criteria of settings, subjects, behaviors, and/or time. In addition, the investigators were seeking to determine what types of changes needed to be made in the training of personnel and in promoting generalization of the appropriate learned behavior exhibited by youth with disabilities.

RESULTS

Subjects/Behavioral Characteristics: The ages of the 14 subjects involved in the eight studies ranged from seven years to 22 years, with the mean age of 14.5;and was comprised of 12 males and 2 females. Seven of the 14 subjects had been identified as severely behavior disordered, while one of the seven was also identified as exhibiting learning disability characteristics. Four of the 14 subjects were identified as learning disabled, while two of the 14 were identified as mildly mentally retarded with behavior disordered characteristics.

Target Behaviors: Three categories of behaviors were targeted for intervention within the eight studies. Of the 14 investigations, four focused primarily on social skills (e.g., increasing greetings, thankings, initiating conversations, and shaving behaviors; decreasing pouting and self-injurious behaviors); six primarily focused on instructional behaviors (e.g., on-task and attending to task); and four investigations focused primarily on academic performance behaviors (e.g., reading and mathematics). Of the four investigations that focused primarily on academic behaviors, three studies examined the effects of treating the primary behavior on a secondary instructional behavior (e.g., on-task and attending-to-task).

Design/Settings: Of the 14 investigations, nine multiple baseline designs were employed. Three of the eight multiple baseline designs were conducted across behaviors; four of the eight were conducted across settings; one was conducted across conditions; and one was conducted across both settings and behaviors. Of these nine multiple baseline designs, five employed fading procedures to the approach. Five of the 14 investigations utilized withdrawal designs (AB, ABC, ABAB, ABCAD, ABACD, ABACDE, ABABABABC) with fading procedures added to the approach. Of the 14 investigations, six occurred in a traditional local community-based school system, and seven occurred in a public school system located on the grounds of a mental health facility. One of the 14 investigations occurred at a community-based worksite.

Instruction Time/Treatment Duration: Of the 14 investigations, eight reported the length of time given to training and/or intervention. The longest time period required for training and/or intervention sessions was 30 minutes and the shortest time period was three-minute sessions. Each of the 14 investigations reported the duration of treatment. The longest study concluded at the end of 45 weeks, and the shortest study concluded at the end of 3.1 weeks.

Generalization Strategies: All 14 investigations described in the eight studies employed metacognitive techniques as a treatment strategy to produce increased performance and generalization of behavior. One of the 14 investigations employed self-monitoring procedures; seven investigations employed self-monitoring with fading procedures; and two investigations employed a combined treatment package consisting of self-monitoring with either self-recording or self-instruction, both with fading procedures. Of the 14 investigations, two employed self-instruction, one of which incorporated fading procedures. One of the 14 investigations employed self-evaluation as a treatment strategy in producing increased performance and generalization of behavior.

Methods of Generalization Assessment: Of the 14 investigations, three collected data across settings using momentary interval time sampling procedures, and one collected data across settings using momentary interval observations. Four of the 14 investigations collected data on a single behavior across treatment variables: three using momentary interval time sampling procedures and one using frequency measures. Five of the 14 investigations collected data across behaviors: two using momentary interval time sampling procedures and three using frequency measures. One of the 14 investigations collected data across subjects using momentary interval time sampling procedures.

Outcomes: All 14 investigations reported successful generalization of target behaviors across settings, behaviors, subjects, and/or time. Of the 14 investigations, four reported generalization of the target behavior across non-trained instructional and/or non-instructional settings. Three investigations reported successful generalization across both behaviors and non-trained instructional and/or non-instructional settings, and one investigation reported successful generalization across both conditions and behaviors in a non-trained, instructional setting. Four of the 14 investigations reported successful generalization of a single target behavior across treatment variables (e.g., self-monitoring with reinforcer; fading; self-monitoring/self-instruction; no tones, no reinforcers). Of the 14 investigations, one reported successful generalization across behaviors, and one reported successful generalization across subjects.

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

One purpose of this article was to present a sample of studies incorporating diverse treatment plans specifically designed to promote maintenance and generalization. The 14 investigations contained in the eight studies demonstrated the efficacy of metacognitive and generalization training. Training in the school setting (e.g., traditional local community-based school and public school located on mental health facility grounds) occurred in seven of the eight studies with subjects exhibiting either Severe Behavior Disorders, Mental Retardation, and/or Mild Learning Disabilities. To increase the probability that the training was durable over time and/or situations, treatment packages possessed strategies for facilitating maintenance and generalization. In reviewing the trends associated with the studies, the generalization strategies commonly employed were self-monitoring, self-instruction, training across settings, and training across more than one trainer. Self-monitoring seemed especially effective based on the apparent sense of control it gave the student across various settings. Even after visual prompts were faded, the subjects often incorporated the control in the form of self-talk. Several studies also found that the learned behavior increased in non-trained settings, thus giving evidence of generalization.

The interventions also appeared to enable the subjects to display the appropriate behavior with individuals other than the trainer. This gave rise to the notion that it was the intervention, not the trainer, that was the essential component of newly-learned behavior and application of the behavior in novel settings. Differences appeared in the studies with respect to settings in which treatment took place. Five of the eight studies occurred in a public school located on the grounds of a residential mental health facility (Kiburz, Miller & Murrow, 1984; Miller, Wheeler & Selinger, 1988; Fidishin, Miller & Prater, 1989; Chambers, Miller, Marshall & Selinger, 1988; Leichty, Miller, Burke & Prater, 1990). Obvious reasons for the graduate students choosing clinical settings were the factors of control involved. These settings were readily available; the staff welcomed academic and social intervention for its students; and there was a tight structure of control pervading throughout the program. Classes were also sufficiently small, enabling the graduate students to concentrate on one subject during a specified intervention time. Following successful acquisition of the desired behavior in the structured environment, the graduate students could proceed to foster practice and mastery training in a more unstructured environment.

Two of the eight studies further suggested that treating primary target behaviors (i.e., instructional deficits) can indirectly promote secondary target behaviors (i.e., appropriate classroom behaviors) among youth with disabilities. In the Miller et al. (1989) and Leichty et al. (1991) studies, each treatment was designed to promote either mathematics or reading skills. The studies charted both the subject's academic and classroom conduct change during the treatment. In both studies, the investigators reported concurrent gains in classroom conduct as the subjects' academic performance increased. The Leichty et al. (1991) study suggested, however, that the direct service time required to deliver instructional assistance may be greater than the amount of time required for modifying classroom conduct.

Wheeler et al. (1988) argued for training to occur in the natural environment. The subject was trained within the actual community-based worksite. Prater et al. (1991) and Osborne et al. (1986) conducted treatment during mainstreaming of the subjects into regular education classes. Conducting treatment in the natural setting facilitates generalization due to the diversity of settings, behaviors, and people that exist.

Each of the studies demonstrated that generalization can occur with differing populations of students with severe and mild behavior and learning disabilities. The studies also demonstrated that change can occur across a variety of settings, including a public school system within a residential mental health facility, traditional community-based schools, and in a community-based worksite. Further, the studies have demonstrated that studies can be designed and implemented by master's level graduate students who, at the time, had limited experience working in the schools with students who had been identified as having a disability. None of the graduate students had more than one semester of experience with implementing metacognitive strategies.

The literature is beginning to suggest that generalization can be promoted when practitioners and investigators attend to both the characteristics of intervention and the thoroughness of the treatment plan, as well as attending to the training, maintenance, and generalization processes. The literature remains unclear as to whether metacognitive strategies can be effective across a wide spectrum of recipient and trainer populations, schools, community and workplace settings, treatments, and behaviors. These studies demonstrated that limited success had been achieved with student populations with Severe Behavior Disorders, Learning Disabilities, and Moderate Mental Retardation in a limited number of residential and traditional community-based public education settings.

A second purpose of this review was to identify factors which limited the instructional and research utility of the studies. A significant drawback of the studies was the absence of training time reported in all but four studies. This failure makes careful analysis and replication of the experiment difficult. In order to be utilized in the classroom, the training times of the interventions should be within a realistic time-frame for teachers serving several students during a busy and possibly complex school day. Replication of the studies has been made difficult given the failure to provide time intervals required of teachers and students.

One major limitation of all but one of the studies was the failure to measure the effectiveness of the intervention outside of the structured school setting, where naturally-occurring reinforcers are likely to support newly-learned and mastered academic skills and/or behavior. The one study that involved treatment outside of the general school setting did not seek generalization of behavior outside of the environment where training and work were integrated. Another limitation of the studies was the fact that all of the graduate students who conducted the studies had access to faculty members at their institution of higher education to assist with the formulation of treatment implementation and design. In addition, each of the studies was eventually used by the students as part of their Master's theses.

All of the subjects in the residential treatment program functioned in a highly-organized environment in which most of the educational staff were aware of the nature and goals of the treatment. As a result, it has been inferred that at least some of the staff either overtly or covertly supported the efforts of the investigator and thus may have contributed to the success of the treatment. In the study involving the moderately mentally retarded student, many of the staff at the job site were college-educated and were aware of the nature and goals of the treatment. Here, too, the nature of the environment and the awareness of the staff may have contributed to the program's demonstrated efficacy, and can be interpreted as limiting the implications of the studies.

The above limitations should not be perceived as negating the studies' effectiveness, nor as questioning the viability of metacognitive procedures to promote generalization of academic performance and socially-appropriate behavior in school settings. Clearly, more investigations must be conducted to determine the efficacy of the metacognitive procedure as a transportable tool from the school to the community and the workplace. Additionally, practitioners and investigators must design a treatment which seeks to foster the use and application of the skill and behavior beyond the environment and condition at which it is taught. Too frequently practitioners and investigators have failed to recognize the naturally- occurring reinforcers that can exist in a highly-structured public school program.

Further studies need to be conducted that address such issues as: 1) the content of teacher training that best contributes to effective instruction with consequent maintenance and generalization; 2) the duration of the teacher training; and 3) the level of environmental support that is needed to most effectively promote maintenance and generalization. Future studies also need to measure whether there is a difference in the performance of others in the same environment who benefit equally because of the increased structure, cueing, and feedback that was ongoing in the classroom.

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Authors & Titles	Subject/Behavioral Characteristics	Target Behaviors	Design/Settings	Instruction Time / Treatment Duration	Generalization Strategies	Methods of Generalization Assessment	Outcome
KIBURZ, MILLER, MORROW (1984) Structured Learning Using Self-Monitoring to Promote Generalization Across Settings for a Behaviorally Disordered Adolescent	S-18-yr-old male; mild mental retardation/severe BD BC-Poor peer/staff interactions -Striking others	*Greetings *Thankings *Initiating conversation	Design-Multiple baseline design across behaviors (greetings, thankings, initiating conversation) Setting-(Public school on mental health facility grounds) TR/INS-Residential self-contained spec. ed. classroom NON-TR/INS-Vocational setting** NON-TR/NON-INS- -Route walked to educ. center** -Student lounge**	IT-3 min. sessions 4X weekly TD-10 wks	Self-monitoring -Student was taught behaviors and self-monitoring skills through modeling by trainer, using self-monitoring form -Student took self-monitoring form to three generalization settings -Student returned self-monitoring form to training setting -Points were assigned according to student's performance	Collected data across 3 "behaviors" (greetings, thankings, initiating conversation) in 3 settings (NON-TR/INS-vocational setting; NON-TR/NON-INS-route walked to student center; student lounge) using momentary interval time sampling	Increased performance of greetings, thankings, initiating conversations in NON-TR/INS setting (vocational setting) and in NON-TR/NON-INS setting (route walked to educ. center; student lounge)
OSBORN, KIBURZ, MILLER (1986) Treatment of Self-injurious Behavior using Self-control Techniques with a Severe Behaviorally Disordered Adolescent	S-15-yr-old male; severe BD BC-Hitting self in face with closed fist -Stereotypic behaviors (rocking, repetitive rubbing of face)	*Decrease hitting self in face with closed fist	Design-Multiple baseline design across settings (reg. educ. math/English) Setting-(Traditional local commun. based school) TR/INS-Resource room for BD NON-TR/INS-Reg. educ. math class** -Reg. educ. English class**	IT-20(+) min. sessions TD-11.2 wks	Self-evaluation -Trainer and student viewed videotape -Trainer provided student feedback -Self-assessment of student's behavior from videotape	Collected data across 3 "settings" (TR/INS-resource room for BD; NON-TR/INS-reg. ed. math class; NON-TR/INS- reg. ed. English class) using momentary interval observations	Decrease in rates of self-injurious behavior in each NON-TR/INS setting (reg. educ. math/reading classes)
WHEELER BATES, MARSHALL, MILLER (1988) Teaching APpropriate Social Behaviors to a Young Man with Moderate Mental Retardation in a Supportive Employment Setting	S-22-yr-old male; moderate mental retardation/severe BD BC-Excessive belching -Pouting -Arriving at work late -Not shaving -Failure to respond to greetings -Failure to initiate conversations -Arriving at work with hangovers -Not following instructions	Increase: Shaving Following instructions Initiating conversations Response to greetings Decrease: Excessive belching Discussing drinking Pouting	Design-Multiple baseline design across behaviors (Increase: shaving, following instructions, initiating conversations, response to greetings; Decrease: excessive belching, discussing drinking, pouting) with fading Setting-(Job site at University Vivarium) TR/NON-INS-Locker room NON-TR/INS-Job site	IT-5 min. sessions/10 consecutive days TD-23 wks	Self-recording -Subject was taught to use self-recording checklist for first five target behaviors through modeling by trainer -Trainer accompanied subject to locker room and monitored subject's accuracy in self-recording Self-monitoring -Separate training program used to teach subject to initiate conversation and respond to greetings -Subject was taught use of self-monitoring checkoist through modeling by trainer Fading -Trainer faded support from daily bases (initially) to once/wk (end of study)	Collected data across seven "behaviors" (Increase: shaving, following instructions, initiating conversations, response to greetings; Decrease: excessive belching, discussing drinking, pouting) using momentary interval time sampling in a single NON-TR/INS setting (job site)	Increased performance of target behaviors, (shaving, following instructions, initiating conversations, responding to greetings) while decreasing behaviors of pouting and belching, and discussing drinking behaviors in the single NON-TR/INS setting (job site)
MILLER, MILLER, WHEELER, SELINGER (1989) Can a Single Classroom Treatment Approach Change Academic Performance and Behavioral Characteristics in Severely Behaviorally Disordered Adolescents: An Experimental Inquiry	S1-11-yr-old male; severe BD BC-Inappropriate classroom behaviors during math (defeatist comments, clenched fists, crying, refusal to work) S2-12-yr-old male; severe BD BC-Inappropriate classroom behaviors in reading (yawning, sleeping, off-task verbalizations, rocking to rest)	*Math accuracy (subtraction) *Primary-Reading accuracy Secondary-Attendance behaviors	Design-ABACDE, single-subject design with fading Setting-(Public school on mental health facility grounds) TR/INS-Residential self-contained spec. ed. math class Design-ABACD multiple baseline design across settings (reading/math class) and behaviors (reading accuracy/attendance behaciors) with fading Setting-(Public school on mental health facility grounds) TR/INS-Residential self-contained spec. ed. reading class NON-TR/INS-Residential self-contained spec. ed. math class**	IT-Not reported TD-45 wks IT-Not reported TD-7 wks	Self-instruction -Trainer modeled self-instructional subtraction method: Touch Math -Trainer verbalized steps in Touch Math while student performed steps -Student verbalized steps (first orally, then whispered) and performed steps Self-monitoring -Student recorded a check after completion of each self-instructional step Fading -Gradual fading and eventual elimination of trainer support and self-monitoring checklists Self-instruction -Trainer modeled self-instructional steps in decoding words -Trainer verbalized steps as student read aloud -Student verbalized and performed steps across variety of reading materials Fading -Gradual fading of trainer's physical proximity during reading class -Gradual fading of oral reading; reintroduction of silent reading	Collected data on a single behavior (math) accuracy) across "treatment variables" (self-instruction, self-instruction/self-monitoring, fading) using frequency measures in a single, TR/INS setting (math) Collected data across 2 "behaviors" (primary-reading accuracy; secondary- attendance behavior) and 2 "settings" (TR/INS-res. self-contained spec. ed. reading class; NON-TR/INS-res. self-contained spec. ed. math class) using frequency measures	Increased levels of reading accuracy across treatment variables (self-instruction, self-instruction/self-monitoring, fading) in TR/INS setting (res. self-contained spec. ed. math) Increased levels of reading accuracy and attendance behavior in TR/INS setting (Res. self-contained spec. ed. reading) and attendance behaviors in NON-TR/INS setting (res. self-contained spec. ed. math)

* Socially Validated ** Generalization Setting TR - Training Setting INS - Instructional Setting

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Authors & Titles	Subject/Behavioral Characteristics	Target Behaviors	Design/Settings	Instruction Time/ Treatment Duration	Generalization Strategies	Method of Generalization Assessment	Outcomes
FIDISHIN, MILLER, FRATER (1989) Using Cueing strategies to Promote Social Skills with Autistic-like Individuals	S-15-yr-old female; severe BD BC-Failure to exhibit proper social interaction (sat alone when in groups) and communication skills (no response to other's conversation initiations)	*Verbal greeting response	Design-ABCAD single-subject design with fading Setting-(Public school on mental health facility grounds) TR/NON-INS - Student lounge	IT-Not reported TD-9.1 wks	Self-monitoring -Trainer taught student to perform target behavior and use of self-monitoring tally sheet across peers/staff membrs using cue cards/ verbal prompts -Student used self-monitoring tally sheet to record occurrence of target behavior Fading -Gradual fading of cue cards over five days -No verbal prompts during application of self-monitoring	Collected data across "subjects" (peers/staff members) using momentary interval time sampling in a single TR/NON-INS setting (student lounge)	Increased performance of verbal greeting response across peers/ staff members in single TR/NON-INS setting (student lounge)
CHAMBERS, MILLER, MARSHALL, SELINGER (1989) Effects of Adapted Self-Monitoring on Generalization of On-task Behavior	S-7-yr-old male; severe BD BC-Noncompliance, tantrums, off-task behavior, short attention span	*On-task behavior	Design-ABAB multiple baseline design across settings (math/language class) with fading Setting-(Public school on mental health facility grounds) TR/INS - Residential self-contained math class** NON-TR/INS - Residential self-contained spec. ed. language class**	IT-Not reported TD-13 wks	Self-monitoring -Trainer taught self-monitoring skills through modeling, using self-monitoring checklist -Student recorded occurrence of target behavior on checklist at signaled times (tones) Fading -Gradual fading of frequency of tones from 16 in 12-min. (initially) to zero (end of study) -Gradual fading of trainer's proximity during treatment.	Collected data across 2 "settings" (TR/INS = math; NON-TR/INS = language) using momentary interval time sampling	Increased performance of on-task behavior across TR/INS setting (math) and in NON-TR/INS setting (language)
LEICHTY, MILLER, BURKE, PRATER (1991) The Concrete-to-Abstract Continuum - A Strategy for Modifying Learning in Severely Behavior Disordered Students	S1-13-yr-old male; severe BD BC-Inappropriate behaviors during math (refusal to work, threats toward teachers, off-task behavior)	*Primary-Math accuracy (counting, subtracting, adding, multiplying) Secondary-On-task behavior	Design-ABABABABC multiple baseline design across behaviors (math accuracy/on-task behavior) Setting-(Public school on mental health facility grounds) TR/NON-INS - Tutorial room NON-TR/INS - Residential self-contained spec. ed. math class**	IT-Not reported TD-8.2 wks	Self-monitoring (Each study employed same strategies in teaching mathe- matical concepts using the concrete-to-abstract continuum. The continuum consisted of 3 exlcusive instructional tactics: (a) concrete level (e.g., tangible items); (b) semi-concrete level (e.g. pictorial items); (c) abstract Level (e.g., written symbols). -Trainer presented combined instructional tactical materials to student and explained the rationale for the materials -Trainer modeled use of materials -Student initiated the modeled behavior and verbalized each step -Student actually performed mathematical calculation -Student was to attain minimum 80% accuracy levelbefore moving to next level	Collected data across 2 "behaviors" (primary-math accuracy; secondary-on-task behavior) using frequency measures in a single, NON-TR/INS setting (math)	Increased levels of math accuracy and on-task behavior in NON-TR/INS setting (math)
	S2-14-yr-old male; Severe BD BC-Inappropriate behaviors in math class (refusal to work, off-task behavior, sexually inappropriate behavior)	*Primary-Math accuracy (counting, subtracting, adding) Secondary-On-task behavior	Design-ABABABABC multiple baseline design across conditions (adding, counting, subtracting) Setting-(Public school on mental health facility grounds) TR/NON-INS - Tutorial room NON-TR/INS - Residential self-contained spec. ed. math class**	IT-Not reported TD-8.2 wks		Collected data across 2 "behaviors" (primary-math accuracy; secondary-on-task behavior) in 3 conditions (adding, subtracting, counting) using frequency measures in a single, NON-TR/INS setting (math).	Increased levels of math accuracy across 3 conditions (adding, subtrasting, counting) and increased on-task behavior in NON-TR/INS setting (math)
PRATER, JOY, CHILLMAN, TEMPLE, MILLER (1991) Self-monitoring of On-task Behavior by Adolescents with Learning Disabilities	S1-17.2-yr-old female; Ld BC-Noncompliant	*On-task behavior	Design-AB design with fading Setting-(Traditional local commun.-based school) TR/INS - Resource math class	IT-15 min. sessions daily TD-3.2 wks	Self-monitoring (Each study employed same strategies) -Trainer taught student self-monitoring through modeling, using self-monitoring form -Student recorded occurrence/nonoccurrence of target behavior on self-monitoring form at random interval signals (tones) Fading -Fading of self-monitoring through increasing intervals between tones	Collected data on single behavior (on-task) across "treatment variables" (self-monitoring with reinforcer; fading; no tones, no reinforcers) using momentary interval time sampling in a single, TR/INS setting (resource math)	Increased levels of on-task behavior across treatment variables (self-monitoring with reinforcer; fading; no tones, no reinforcer) in single, TR/INS setting (res. math)
	S2-15-yr-old male; LD BC-Distractible, restless	*On-task behavior	Design-ABC design with fading Setting-(Traditional local commun.-based school) TR/INS - Self-contained spec. ed. classroom	IT-30 min. sessions daily TD-7 wks		Collected data on single behavior (on-task) across "treatment variables" (self-monitoring, self-monitoring with reinforcer; fading; no tones, no reinforcers) using momentary interval time sampling in a single, TR/INS setting (resource self-contained spec. ed. class)	Increased levels of on-task behavior across treatment variabels (self-monitoring with reinforcer; self-monitoring; fading; no tones, no reinforcer) in single TR/INS setting (self-contained spec. ed. class)
	S3-14.5-yr-old male; LD BC-Easily distracted, off-task	*On-task behavior	Design-ABAB design with fading Setting-(Traditional local commun.-based school) TR/INS - Resource classroom	IT-15 min. sessions daily TD-5 wks		Collected data on single behavior (on-task) across "treatment variables" (self-monitoring with reinforcer; fading) using momentary interval time sampling in a single, TR/INS setting (resource class)	Increased levels of on-task behavior across treatment variables (self-monitoring with reinforcer; fading) in single TR/INS setting (res. class)
	S4-12.11-yr-old male; LD BC-Disruptive, off-task	*On-task behavior	Design-Multiple baseline design across settings (study hall/social studies class) with fading Setting-(Traditional local commun.-based school) TR/NON-INS - Study hall NON-TR/INS - Reg. educ. social studies class**	IT-20 min. sessions daily TD-3.1 wks		Collected data across 2 "settings" (TR/NON-INS-study hall; NON-TR/INS-reg. ed. soc. studies class) using momentary interval time sampling.	Increased levels of on-task behavior in TR/NON-INS setting (study hall) and NON-TR/INS setting (reg. ed. soc. studies)
	S5-15.5-yr-old male; BD/LD BC-Poor concentration, easily agitated	*On-task behavior	Design-Multiple baseline design across settings (Res. government/res. English class) with fading Setting-(Traditional local commun.-based school) TR/INS - Resource government class NON-TR/INS - Resource English class	IT-30 min. sessions daily TD-3.1 wks		Collected data across 2 "settings" (TR/INS-resource govt. class; NON-TR/INS-resource English class) using momentary interval time sampling	Increased levels of on-task behavior in TR/INS setting (res. govt) and NON-TR/INS setting (res. English)

* Socially Validated ** Generalization Setting TR - Training Setting INS - Instructional Setting

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“THEY TELL ME I’M CRAZY”: STUDENT RESPONSES TO BEING LABELED BEHAVIOR DISORDERED

by

William J. Behre, Thomas McIntyre,
and Kathleen Rogers

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The issue of labeling students has been hotly debated in both the popular and professional press. The literature suggests that labeling not only helps define how an individual is viewed by society at large, but also how s/he views her/himself (Poole, Regoli & Pogrebin, 1986). Intuitively, this makes sense. If enough people tell us we are “weird” or “different” often enough, we begin to believe it.

In a school setting, where labels are often associated with the existence of special classes based on the ability and achievement, the literature seems to support this view. Studies show that grade schoolers who are labeled Learning Disabled tend to have lower self-esteem in an academic setting than their non-labeled peers (Bear, Clever & Proctor, 1991; Coleman, 1983; Morrison, 1985; Renick & Harter, 1989; Tilzer, 1987). An Academic Disability label tends to lower self-perception outside of the classroom as well (La Greca & Stone, 1990; Morrison, 1985). Similar results were found with students labeled Behavior Disordered (Leone, Price & Vitulo, 1986).

However, there are two camps in this debate. The first group sees labeling as a useful tool that helps professional educators classify and remediate the problems faced by their students; the other views labeling as a limiting convenience for educators that often works to the detriment of students. To these educators, labeling creates a so-called “self-fulfilling prophecy” in the psyche of the students as well as in the expectations of the teachers.

Among teachers, labeling is an old debate with positions that are continually being tested and re-defined. This discourse among colleagues is indispensable, but lacks an important component: consumer input. When other public service agencies wish to assess their practices, they often survey their clients. Special educators should do the same.

With this in mind, we decided to ask the consumers (students who were classified as Behavior Disordered and enrolled in public school special education programs) how they felt about themselves and their labels. Our goal was to determine if the students actually realized why they were in special education and, if so, how they felt about their placement. This survey provides some insight into their self-perceptions as well as the perceptions of those around them.

THE INSTRUMENT

Our questionnaire was administered to 47 sixth- through twelfth-graders enrolled in classes for children with behavior disorders in urban schools. Their academic skills varied widely, with the vast majority functioning well below grade level. Although students were told that the completion of the survey was optional, all chose to take part in the study. All students were assured by the researcher that responses would remain anonymous. In order to help control for limited reading ability, the survey was read to all of the participants. Four of the seven questions were presented in multiple choice format. The other three required written responses from the students.

Responses indicated that all of the 47 respondents considered and answered the questions seriously. While there was a fair share of one-word answers and an occasional unanswered question in this section, several of the students articulated their thoughts in an extended and often poignant fashion.

RESULTS AND DISCUSSION

When asked to complete the sentence, “Most of the kids in my class [are] … ,” nearly half (48.9%) of those surveyed considered their classmates “pretty normal” (the rest classified them as having behavior problems). In response to “What best describes you?,” more than two-thirds (68%) of the respondents indicated that they did indeed have a behavior problem. [Choices were: “I have problems with my behavior”/“I don’t have problems with my behavior.”] Of this group, however, nearly two-thirds (65.6%) answered “no” when asked “Should you be in special education classes?” At face value, this appears to indicate that, while the majority of students were astute enough to realize their disorder, they showed minimal grasp of the cause-and-effect relationship between their behavior and the resultant classroom placement.

This contradiction seems consistent with the poor judgment skills often displayed by behavior-disordered pupils (Wood et al., 1991), and it is tempting to conclude that most of these students simply do not comprehend how the system functions and how their behavior influences their placement. However, this is not necessarily the case. The number of negative responses to the question, “Do you tell other kids you are in special education?” may indicate a strong social element that influences how they perceive themselves and react to their classroom placement.

Of the students surveyed, less than one-third (31.9%) indicated that they freely reveal their special education placement to others. The other two-thirds (68.1%) said that they tell only good friends or no one at all. Nearly half (48.9%) of the students said that they experienced negative reactions to being labeled a special education student.

When asked, "How do other kids react if they find out that you are in special education?," the replies included: "Some of them laugh and I get angry"; "They tease me"; "Some try to make jokes. It gets me mad"; "Some kids understand and some don't. They automatically think you are slow or stupid, but I'm not. That's generally why I am quiet about it"; "It's kind of embarrassing"; "They will start calling me names"; "They think special education is for crazy kids"; "They think I am bad or crazy"; "They laugh"; and "They tell me I'm crazy."

Similarly, more than half (51%) of the surveyed students reacted negatively when asked, "How do you feel about being called 'behavior disordered' or 'emotionally disturbed'." Their comments included: "I feel hurt inside of me"; "Lose my temper. Scream"; "I don't think they should label anyone"; "I feel embarrassed because kids make fun of me"; "I feel dumb"; and "I feel like a retard."

Based on commentary like this, it is not difficult to understand why so many students expressed a belief that they should not be in special education despite their admission of behavior problems. Within their social context, special education is viewed as an inferior alternative that is often severely stigmatizing. To admit to needing a special education setting would be, for many of these students, akin to admitting inferiority. Denying a need for special education seems to be many students' was of saying, "Sure, I don't behave properly all of the time, but I don't deserve to be treated as an outcast."

Given the prevailing social context, the students who denied their need for special education behaved quite logically. Denying the need for special education placement, while admitting that they meet labeling criteria, is a minor contradiction when the alternative is to admit that one is weird or less than capable.

The results of this survey provide a glimpse into what seems to be an important underlying truth: behavior disordered students in special education classrooms seem to be acutely aware of the effects of the labels placed on them. The majority of these students react negatively to being labeled. If students strongly resent the very class that is supposed to help ameliorate their disorders, what are the chances of building the pride and positive climate needed to promote remediation? If our programs are to overcome the students' perception of them as stigmatizing holding tanks, we must find a way to develop a "user-friendly" system. It must better serve students without ostracizing them from their peers and engendering in them a potentially crippling self-perception. According to the students, our current system is failing on this front.

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LONELINESS, FRIENDSHIP, AND RESILIENCE

by

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Rejection - What a horrible experience. Do you remember having been chosen last of all the children - begrudgingly - to play on the team? No? Well, how about having researched and written a term paper or a long homework assignment - which you believed clearly deserved the Pulitzer Prize - or at least a grade of A + + +, and at the top of the paper appears a C the size of a quarter - circled - in red - and a comment reading some pointless phrase like "Good Try"? Still no discomfort? Good. You've overcome a major obstacle. But - what about that special person who you noticed from afar - who you began to dream and fantasized about - in highly graphic sexuallly seductive erotic ways - who you could have forever and always in a state of perfect bliss? But who never noticed you? Or lied to you and cheated on you? Or was so much a part of your life and heart and mind for so very long - and then suddenly vanished without a care or concern for your shattered dreams and broken heart?

Rejection! - What a major loss! - And for a child or a teenager no less! And when it comes to matters of the heart are we not all still as vulnerable as kids? Well, there's a flip side to all of this hurt. It's called acceptance. - I accept you. I know you have blemishes. I know you're not perfect. *I'm* not perfect, so why should I expect you to be? And I see you as you are, not as I might reshape you. For you are a whole person, complete in mortal form and simply being you - with your own thoughts, your own experiences, your own perceptions - your own feelings. And you may not share all of *my* ideas and visions and emotions, and associations between them. But yours are certainly equally valid and of value, equally precious and unique. They are yours - they are you … Now, didn't what I just said feel absolutely splendid? Didn't it somewhere deep inside you make you feel warm (even if in the tiniest place, in the teeniest manner)? - Special? Loved? Valued? - Being accepted just as you are? Right here? Right now?

Why must children experience rejection? Why is life so unfair? Well, say some adults, certainly such experiences toughen them up! "Hard weather makes for strong timber" - so they say … Helps put things into perspective - or does it? I mean, what if I am rejected repeatedly? Over and over and over -- by many people. Perhaps *nothing* I do is acceptable! - apparently not to *anyone*! What must I do to be loved? Oh -- you can't love me, huh? - OK. -What then must I do be liked? - Oh, I can't be liked? Well, what about being acknowledged? No? You won't acknowledge me? That's so unfair! That hurts! Well what about just recognizing me? - I mean, Here I am. - Just look my way - *Look at me*! - Please? Can't you just notice me? - You know, I *do* exist. I *do* have feelings. - (Ha! How can I talk to you about feelings when you don't even see me or hear me? - When I don't matter to you because I don't exist!) - Perhaps this what dying alone feels like. Latent lives of children with unseen, unheard existences.

And so it goes - a child who does not even exist - not to parents, not to teachers, not to siblings, not to schoolmates - a child whose loneliness is so palpable - to him/herself at least, if not to others - that s/he actually spends every waking moment totally unable to see through the emotional fog.

O.K. Let's try not to slip into the typical "diagnostic/prescriptive mode" right away. Classifying and clarifying, analyzing and defining people's behaviors. Rather, let's consider what we already know about what works - what increases the odds for saving this youngster from a life of hell, from an isolated, alienated existence, perhaps even from severe depression and suicide. - DSM III is certainly necessary, but not right this second… O.K. - Feelings! Let's look at Loneliness (with a very capital L). Loneliness is indeed rooted in friendlessness.

In an article entitled "Sidelined by Loneliness," by Richard Flaste (the New York Times, the Good Health Magazine, dated April 28, 1991) the author discusses this subject with clarity and sensitivity. Flaste explains that today childhood friendships and friendlessness have become subjects of renewed interest and concern to mental health professionals and educators who are seeking models and strategies for the development in children of social skills and interpersonal strengths. More importantly, say Robert L. Selman and Lynn Hickey Schultz in *Making a Friend In Youth* (University of Chicago Press, 1990), such instruction provides fundamental building blocks for future intimacy. Nearly a half-century ago, Harry Stack Sullivan vigorously affirmed this position, and in recent years, the mental health/education community has come to recognize the value of trust-building friendship in the development and maintenance of healthy resilience. Yet, again, we need to emphasize that there is a healthy form of resilience wherein a child's friendships and/or mentorship is filled with warmth, care, patience, guidance, nurturance, and complete acceptance … And there are unhealthy mentorships as well which can twist and cripple the child's sense of worth, definition of right and wrong, and focus of purpose. If we were to consider an example of such a relationship even under questionable circumstances, such as that between the affable yet conniving and manipulative Fagan and Oliver Twist, it stands in marked contrast to the danger imposed by Bill Sykes upon Oliver, Nancy, and the child thieves as described by Charles Dickens. Even a thief like Fagan tries to build a relationship which enhances resilience. Sykes, on the other hand, is monstrously intimidating - a truly unhealthy, dangerous "mentor."

Do you remember a time in your life when you were the "new kid on the block"? Or when you felt inappropriately dressed for an occasion? Or you had no idea what your companions were talking about? Or you were lost and confused in the midst of a crowd? Or everyone was laughing convulsively at a joke - and you could not recognize the "humor"? Perhaps even being the subject of the joke yourself.? - Thus do so many people develop a discomfort with unfamiliar territory. Thus do they experience internal stress, self-doubt, and fear of "novelty". And so, again, without proper, caring guidance, some succumb to this psychic pain - associating any novel experiences with potential pain, ridicule, scorn, shame, or failure. Clearly, such a person needs lots of encouragement and reassurance. Can you imagine going through life always feeling fearful, always feeling intimidated, always unsure and insecure - and never knowing that, as the song goes, "You've Got a Friend"? How is one to learn how to gauge the rapids, test the waters - become healthy and resilient - without at least one healthy, caring friend to say "It's okay ... I love you. I accept you. I understand, and I'm here for you. You can trust me."? Without this, there is no safety net, and therefore, there is little opportunity to develop social competence. Again, in the review noted previously, "Sidelined by Loneliness," Richard Flaste mentions that Stephen Nowicki, Marshal P. Duke, and other psychologists at Emory University have been studying degrees of social competence in children who seem "unable to decipher the unspoken cues of others. They can't tell from facial expressions or body movements or inflections in the voice what other kids really mean. They do everything wrong." (pp. 22-23) And certainly such a collection of errors and misunderstandings can lead to disastrous long-term social consequences. - Imagine NEVER reading social situations correctly! - ALWAYS being mistaken!

So, what can parents and teachers and other helping mentors do to strengthen such a child's social competence and hopefully, in turn, help her/him develop and maintain healthy, rewarding friendships? Suggestions: Prevent children from establishing reputations as "a wimp," "a bully," "a nerd," or "a baby" by discussing stories from books and films and television programs whose characters have to solve realistic life problems and handle interpersonal conflicts. From the earliest of years, guide children in the art of inquiry and social discourse. Permit them and encourage them to inquire about the why's and how's that things occur as they do. Encourage curiosity. Introduce and nurture an appreciation for novelty. Play and laugh and explore; - and model these behaviors by doing them along with the child. But, above all, if the youngster tries and fails - do not berate him/her. Do not give up. Do not blame and shame her/him. What is necessary is continued encouragement and guidance. Reminders without harassment. Support without threat. Challenge without shame. Children need to be inspired by experiencing positive outcomes and healthy role models, knowing that someone does care - a true friend and, one hopes, a competent coach. An attentive ear, an honest appraisal, and a warm gesture go a long way toward enhancing a child's ability to learn and master -or at the very least to attempt new skills. Establishing self-trust as opposed to self-doubt. Offering and receiving clear and manageable behavioral feedback as opposed to general non-constructive statements such as "Can't you see? Can't you get it right? Why don't you try harder? What's the matter with you?" and on and on. And if you, as a parent or teacher are running out of patience, find your own mentor or support team, and solicit a pep talk. Take a deep breath and get back on track. Do not self-destruct!

And what of the creative spirit? Psychologists such as Howard Gardner, David Henry Feldman, Howard Gruber and many, many others have for years studied and pondered the nature of intelligence and the creative qualities and characteristics of children. And they have consistently agreed that their respective research findings indicate that several key elements must be available for youngsters - or adults - to maximize their creative potential. These elements are clearly the innate abilities - prodigiousness - with which the child is brought into this world. Thus, an autistic youngster who evidences severe verbal, perceptual, behavioral, and intellectual deficits or abnormalities, may also demonstrate a keen, profound talent in a particular area of ability. The savant child may be an incredibly competent and creative visual artist - painter, sculptor, cartoonist - or a gifted musician/composer - or mathematician. So, innate genetic substrates are significant. But also, another significant element to realize maximum creative potential is the fire and the interest which fuels the creative genius in us all. Clearly, if the child were not excited, ignited, intrigued, inspired by his or her area of talent s/he would not enjoy the rigorous program of practice which is necessary to improve performance. And in addition to the innate, perhaps inherited ability and the interest in and enjoyment of the activity, and the repeated practice, the child must also receive encouragement and support from someone who truly believes in the youngster's ability to succeed. - And finally, the child's success will be enabled by a competent coach or guide or mentor - simply a caring, resourceful, and patient teacher/friend.

Wouldn't it be a better world is we could each adopt an attitude of acceptance toward one another? - an "attitude of gratitude" for living in a world of differences in which each child can be appreciated and applauded for his/her own unique and precious qualities? Wouldn't it be wonderful to love and be loved? To care and be cared for? And why not smile more? And stop a moment and really pay attention when we say to someone in passing "Hi. How are you?" And not walk on when they begin to actually tell us how they are? Boy! Wouldn't it be beautiful knowing that we took the time to make the difference in someone else's life? I like to believe the expression that "what goes around, comes around." Despite the evils in this world, both natural and humanly-produced, good DOES triumph. Kindness is the better way. Hope does exist. Creativity can flourish. And every act of love brings us a step closer to a peaceful world.

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CALLING FOR STORIES

In a future issue of *Perceptions*, the editors would like to focus on STORIES. The intensity and value that a person's stories may have is evidenced in Robert Coles' book, *The Call of Stories.* We hope to compile a collection of stories from professionals, parents, students, and children that capture important experiences in people's growth. If you have a story (how you entered the profession), or a meaningful, sustaining experience in your worklife, or how you have learned to deal with the stress, demands, and joys of being with individuals with emotional disturbances, please submit it to us for consideration. If you have a student's writings or artwork with which you are both pleased, just obtain a release and send them to us for review. If you are publishing collections of writings in your school or agency, perhaps you would submit an article describing that process. Submission results in careful consideration of the document, but not necessarily in publication. Join with us in celebrating STORIES.

Please send submissions to: Lynn Sarda, Editor, Perceptions, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561. Thank you.

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One of our readers asked that we initiate a list of teachers whose students would enjoy being pen pals. So, if you are currently teaching a group of students and would like to set up a pen pal letter exchange with another class, please let us know. Remember to get administrative approval before furnishing us with the following information to be printed in *Perceptions*:

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I would like my class to become involved in a pen pal letter exchange. I would like *Perceptions* to print the following information:

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District Name:
Teacher's Name:
Grade/Subject:

I have obtained administrative approval for the above information to be listed in *Perceptions.*

____
Signature Date

Return the completed form to Lynn Sarda, Editor, *Perceptions*, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561.

COLLABORATIVE CONFERENCE RECAP

If you attended ANYSEED's Collaborative Conference on March 11-14, you were involved in history. This conference brought together eight organizations dedicated to the development of "best practices" in the education of emotionally disturbed/behaviorally disordered children and youth. It went far beyond a New York State gathering; national and regional experts representing 25 states addressed all aspects of teaching, transitioning, and training of ED/BD students.

The conference attracted over 600 people from every corner of New York State and several neighboring states. Presenters from 25 states provided 80 workshops. Most commented on the national scope of the overall program and the topflight keynote speakers.

The conference theme, "Collaborative Efforts: Educational Efforts Through Shared Experience," was addressed from opening gavel to the Sunday morning wrap-up in workshops and by the keynote speakers: Long, Goldstein, Guetzloe, Gloeckler, Mendler, and Fogarty. Despite the blizzard, over sixty attendees were present for the Sunday morning panel finale.

A surprise speaker attended lunch on Friday. The New York State Board of Regents Chancellor, Carlos Carballada, addressed the gathering concerning New York State collaborative efforts.

Each afternoon, participants were treated to a soda, ice cream, or yogurt break, while having the chance to win great prizes donated by area vendors and businesses. Prizes included tickets to an amusement park, baseball games, food outlets, overnight stays at the Marriott Courtyard, and Escape Weekends from Marriott. (Donating companies are listed elsewhere in this issue.)

A special bonus was added Saturday afternoon when the Great Blizzard of 1993 arrived. Most conference attendees stayed on and had a delightful time.

The banquet that evening featured a mouth-watering prime rib dinner, and was followed by an evening of singing, dancing, and skits. All participants were invited by the Marriott to attend a special concert in the front lobby by the Wheaton College Women's Choir from the Chicago area who had sought shelter from the storm and wanted to treat other stranded travelers. They were great!

Everett F. Kelley
Collaborative Conference Chairperson

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The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

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May 19th, 1993

Dear ANYSEED Member:

For the past six months, President Bob Aiken has participated with the leaders of other parent and professional organizations who advocate for children with disabilities throughout New York State in an attempt to restore the Office of Special Education Services. Last summer, Commissioner Sobol abolished that office and the Assistant Commissioner position whose role it was to insure that children with disabilities remain a top priority of the State Education Department.

In an attempt to achieve the goal of this coalition, Senator Nicholas Spano of Westchester County has introduced a bill S5469 that re-creates this office and will forever safeguard the interests of our children. Please send a letter (or fax) of support for this extremely urgent legislation so that the support system that has been developed for students, teachers, and parents over the past 15 years will not be eroded. The key legislators (other than your local Senator and Assemblyperson) are the following:

Senator Nicholas Spano
Room 817, LOB
Albany, New York 12247
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Senator Charles Cook
Room 512, LOB
Albany, New York 12247
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Assemblyman Angelo Del Toro
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Thank you for your support of this effort on behalf of the children you serve.

Sincerely, Mark Costello

T. Mark Costello

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RETURN TO: Lynn Altamuro
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Perceptions

Volume 27, Number 4 SPRING 1993

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

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Perceptions

Volume 28, Number 1 FALL 1993

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

PARENTS AND PROFESSIONALS GROWING TOGETHER

ANYSEED 29th ANNUAL CONFERENCE MARCH 25,26,27, 1994

"CONTINUED COLLABORATION FOR EDUCATIONAL EXCELLENCE"

Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

title of article
name of author(s), affiliation
address(es) of author(s)
telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

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Perceptions

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A Journal For Practitioners

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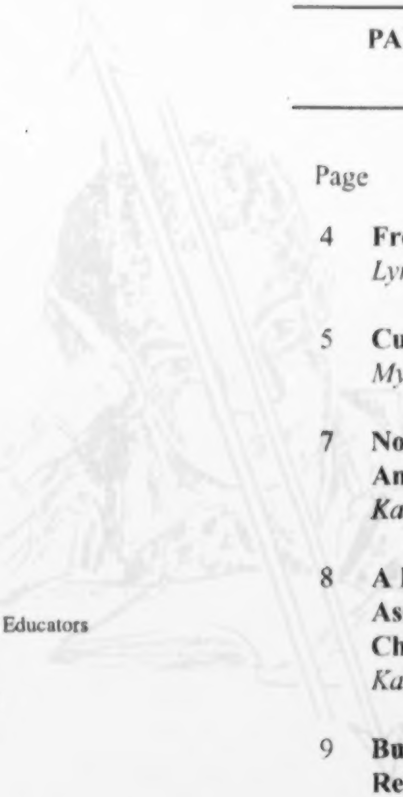

PARENTS AND PROFESSIONALS GROWING TOGETHER

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FROM THE EDITOR

This issue of *Perceptions* addresses many of the issues involved with parent/school personnel relationships. Karen Bartoletti celebrates being a teacher of young children with special learning needs. In her article, "Now That I Am A Teacher: Reflections And Visions After Two Years Of Teaching," she cites the importance of working with and respecting parents who are, indeed, the owners of their children. In an earlier piece for *Perceptions* (reprinted herein), she had written about the special education profession from a teache assistant's point of view. Through continued education and increased experience, she has become a practitioner with a real sense of the joyous possibilities of teaching!

Edward J. Kelly, in "Building 'No Fault' parent-Professional Relationships to Resolve Student Conduct and Emotional Problems," writes about holistic approaches and strategies for parents of students with conduct problems and emotional disturbances ... strategies that are "no fault", strategies that are cooperative between parents and professionals. The goal, through communication and cooperation, is to provide parents (and professionals) with positive facilitations to serve youngsters with disturbances.

In "The Power of Professional Perception: Beware!" pseudonymed author "Kate Holmes" writes of the dilemma in which parents who are professionals may find themselves when there are major differences between school expectations and programs and home experiences and professional knowledge. How much of a parent's view and, thusly, action is clouded by his/her professional training and, perhaps, restraint?

In "Current Issues in Education" Myrna Calabrese updates readers on the draft on the Least Restrictive Environment coming out of the State Education Department of New York. Critical information is presented in this draft: issues affecting parents, professionals, and students in profound ways.

We hope you enjoy this issue of *Perceptions*.

Lynn VanEseltine Sarda
Editor

CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a Special Education Training and Resource Center (SETRC) trainer with Ulster County Board of Cooperative Educational Services. She has been working in the field of special education for many years. Her column, Current Issues in Special Education, appears as a regular part of Perceptions.

LEAST RESTRICTIVE ENVIRONMENT
A Policy Statement

Although still in draft form, a policy statement on least restrictive environment (LRE) is being disseminated for review throughout New York by the State Education Department.

The Least Restrictive Environment Policy Statement is, to a great degree, based on the principles of *A New Compact for Learning* and also on objectives of the *New York State Plan for Education of Students with Disabilities, 1993-95.*

It promotes a standard for the inclusive placement of students with disabilities in general education (rather than exclusion from general education) and determines that necessary restructuring and change will occur in the system in order to meet the desired outcomes set forth for all students.

While New York State has traditionally provided exemplary special education programs for students with disabilities, a significant number are placed in programs at the more restrictive end of the continuum of services scale, rather than at the least restrictive end. In fact, according to the policy statement, the *Fourteenth Report to Congress* maintained that, while the national average of students with disabilities being integrated into general education classes is about 70%, New York's rate was 43.8%. It was also reported that only 6.8% of all students with disabilities in New York State spend their entire day in general education classes.

It should be noted here that New York State has revised its definition of least restrictive environment to correlate with the federal definition. In the updated Part 200 Regulations of the Commissioner of Education (August 1993), the following definition is provided:

> Least restrictive environment means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature of severity of the disability is such that even with the use of supplemental aids and services, education cannot be satisfactorily achieved. The placement of an individual student with a disability in the least restrictive environment shall:
>
> (1) provide the special education needed by the student;
> (2) provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and
> (3) be as close as possible to the student's home.

Based on a fundamental principle of *A New Compact for Learning* that all children can learn, the Board of Regents has proposed the following policy considerations for placement of students with disabilities in the least restrictive environment:

- All students with disabilities are entitled to special education services based on their individual needs
- Inclusion is the ultimate goal for all students with disabilities
- A continuum of specialized separate programs will continue to be available if, after a comprehensive assessment of the student's needs, it is determined that the benefits of those programs clearly outweigh the benefits of the regular education program (with appropriate supports for the student and the teacher)
- Overrepresentation of children of color in special education must be eliminated
- Redesigned preservice and inservice programs must prepare professionals to support and implement inclusive

programs

- Funding for special education programs and services should be based on student need rather than student placement. A flexible funding plan should be implemented to support inclusive programs.*

(*) The state funding system to date has often set up roadblocks when school districts have wanted to place students in less restrictive environments. Based on the way it provides aid, it encouraged referrals from regular to special education and has, in fact, promoted placements in more segregated settings. With a more accessible funding mechanism in place, districts would be freer to make programmatic choices based solely on the child's needs. This would open the door for many more placements in less restrictive environments.

The Least Restrictive Environment Policy Statement encourages and promotes a unified system of education. A unified system can be more effective and responsive to the diverse needs of students and their families. The following assumptions can be made in adherence to the principles of the Compact and through this unified structure:

1. Based on the Regulatory definition of least restrictive environment, removal of a student from regular education will, after all else fails, be the exception, not the rule.
2. Students with disabilities will have access to high quality programs in order to achieve the desired learning outcomes established for all students.
3. The student's home school is accountable for *all* students in the building.
4. The responsibility for the student's program is shared among all staff of the home school, the student, and the parent(s).
5. Students with disabilities will be included fully in all aspects of the home-school program, including extra-curricular activities.
6. The education of students with disabilities is to be provided through a continuum of services within a unified system, not through a separate delivery system.
7. Services and programs will be available to students based on their individual needs, not on classification.

The State Education Department plans to work cooperatively with a Regents Committee through December to discuss and give final approval to this policy statement. While some language may change as a result of these meetings, the intent of least restrictive environment through a unified, inclusive system will certainly not change.

Between January and June of 1994, a variety of SED initiated activities in regard to the policy will occur:

- training and technical assistance throughout the state
- regional/statewide conferences on inclusive schooling to showcase exemplary programs and practices
- the development of legislative proposals to revise funding formulas that would support the concept of inclusive schooling
- the implementation and evaluation of pilot programs that are alternatives to residential placements.

For further information, please call your local SETRC office or the State Education Department at (518) 474-8917.

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* * * * * *

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Be Sure To:

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* * * * * *

NOW THAT I AM A TEACHER: REFLECTIONS AND VISIONS AFTER TWO YEARS OF TEACHING

by Karen Bartoletti

Karen Bartoletti is currently a teacher of preschool children with special needs with Ulster County BOCES, Ulster County, New York. Her first article for Perceptions was " A Dynamic Classroom: A Teacher Assistant's Thoughts on Working with Children with Emotional Disturbances." It appeared in the Spring 1989 issue, in which she wrote about special education from the point of view of a teacher assistant. That article is reprinted here, following this point-of-view article as a practicing teacher.

I have to start out by saying I returned to school at thirty-nine years of age to get my B.A. and my Master's degree in Special Education. So, I began my career at age forty-two, which has a distinct advantage. We bring to teaching our own unique perspective based on our experiences and information we have gathered over time. I have been extremely fortunate to have had wonderful, intelligent, and creative people guide me through my journey into the classroom. I continue to labor in earnest at my craft. I truly believe teaching is an art, limited only by the imagination. I love the challenge of special needs students; whether they are demanding to be taught on their terms in a very loud way or just needing a little or a lot more time to master a task, they force us to get to know them very well.

At the present time, I have a special needs preschool class of seven students. They are all considered to be "a child with a disability." It is particularly satisfying to be a student's "first formal teacher" in a classroom setting. This gives me the opportunity to help develop a positive relationship between school and home and learning. I have found that the preschool parents are very open to being a part of what is going on in school; they want to know who is caring for their child and what they can do to help their child learn and develop.

My personal vision for my students is to help them become self-learners, capable of forming relationships with their peers, adults, and the environment, thereby providing them with the tools to gain knowledge. We are seeing the use of the word "vision" popping up more and more in educational publications. I like the term "vision" rather than focusing on goals, outcomes, and mission statements. Vision implies more than a goal. It implies a feeling along with the goals that we have for our students, and feelings are implicit in relationships. I believe that we only grow within relationships. As a society, we need to care about one another, and an early childhood classroom is the perfect place to model this behavior. It is not an easy task for me to be a consistent model for my students, but I do the best I can and that is what I strive for my students to achieve.

During the first two months of school, I try to establish the classroom as a community. What needs to be clear is the routine of this community, the roles of the adults and of the students. How do we get our needs met? What are the rules? What are the consequences of not following the rules? These answers must be clear and taught with very gentle guidance. The environment needs to feel natural and comfortable and safe. We use a "Here, we do it this way" approach. I include parents as much as possible through homebooks, classroom visits, and requesting their input. I make sure that they know how important they are as first teachers to their children. I share with them the delight I take in sharing in the joy of their children's accomplishments. When my students see what I value and take seriously about their work, they attend even more carefully to it. The parents also value what the children do when they are praised for their support of their child.

I spend much time getting to know my students, observing how they interact, approach problem-solving, respond to different stimuli, what makes them happy, and how they best express themselves. I respect who they are and how much information they come to school with. I know that we are learning every day. I open my heart and mind and participate actively in the daily learning process with my children. We take joy in our learning and that is very important to me. The real world is not perfect for any of us, young or old. But in school, we have the opportunity to set up an environment that is there to serve and inform students in a positive way.

We live in a challenging time, and we need to keep channels of communication open between home, school, and community. We need not be afraid of differences or the nature of problems that arise. If we find the right problems, we can get closer to the right solutions. I have also learned, over these past two years, that it is not vital that I have all of the answers for all of my students. Life is a collaborative effort. Working together with all of my students' teachers, therapists, supervisors, parents, and my colleagues, I am learning to be a better, more effective teacher. Coming up with the best solutions, we can meet the needs of our students. I am excited about the future, and feel great about loving the work that I do. I feel honored to be a part of my students' lives. They teach me something new each day.

A DYNAMIC CLASSROOM: A TEACHER ASSISTANT'S THOUGHTS ON WORKING WITH CHILDREN WITH EMOTIONAL DISTURBANCES

by Karen Bartoletti

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I have been working as a teacher's aide/assistant for the past four years. I am part of a program designed to meet the educational needs for a class of up to twelve emotionally disturbed five- through eight-year-old children. The staff includes a teacher, an assistant (myself), and an aide full time, as well as a psychologist who works with the class three days during the week. I perceive my role in the classroom to be a support person who helps maintain the continuity of the class. It is clear the teacher must be free to teach with as little interruption as possible. This has been a wonderful working experience for me. I very much enjoy the challenge of trying to meet the special needs of this population. It takes more than a loving heart to be effective with these students. Many talents and abilities come into play. It does help a great deal if you enjoy being around children and can hold onto your own sense of humor.

There is a harmony in our classroom that is beneficial for our students' learning and growing. Such harmony is not an accident, but the result of good communication and respect among staff members. I believe that communication is the most important aspect of a team that works well together. We have regular weekly meetings where the entire staff has an opportunity to discuss students to clarify what is best for a particular child. It also is a time for adults in the room to share any concerns that may have arisen over the week. As a support person, it is important to understand what the teacher expects and what our role is in helping a child reach a specific goal. Being consistent in the classroom is important because it enhances the feelings of security for the special needs child. A trusting environment seems essential for our students to learn and be able to participate appropriately in the day.

Cooperation is another important part of having an enjoyable work day. Teachers need to have a set routine for the class, but it is great when they are flexible enough to allow the aide or assistant the freedom to explore an idea or subject area, giving everyone a feeling of involvement in the day. It may be a cooking activity or doing a daily weather forecast. A wonderful way for children to learn about cooperation is to see and feel it happening on a daily basis. There is a feeling of respect that develops out of cooperation.

Being involved in the physical set-up of the room can also make a positive difference in the class. I felt much happier in my classroom after I added my plant shelf and plants. It has made the space more comfortable for me. The aide in the room had found adding her touches to the bulletin board made the room seem more cheerful for her. Personal touches are important for all of us. It may not seem like much, but that involvement makes a difference in how you feel about going to work each day.

Learning new skills may not be easy for this population of children, and it may be impossible when there is disruption in the room. The support staff must be comfortable and capable to deal with situations as they arise. They must be able to set reasonable limits for the children's behavior; therefore it is important to know age appropriate behavior and expectations. It helps to know when to get involved, when just to observe what is going on, when to stop a particular behavior immediately, and when it is better to talk about it later. Workshops are helpful in gaining insight into typical childhood development, but many skills are acquired in the classroom by observing what works best and is most effective with individual children. There are times when non-verbal communication speaks the loudest. I frequently use a gentle touch on the shoulder to convey the message to be still or quiet at a particular time. Repeated verbal messages are sometimes tuned out or reacted to in a negative way. Taking a child's hand while walking in the hallway may be all it takes to remind about walking correctly. I feel I am always exploring what works best for each child. When a student is having difficulty at the desk, it may be necessary for an adult to sit alongside and give personal attention at that time. I have found giving the child some power in the decision of what to work on is a very effective way to gain cooperation.

I see teachers, aides, and assistants as an integral part of the process of educating this population of students. When adults are able to work well together, children can learn to work well together also. When we keep communication open and work as a team we are able to give our best to a most difficult task.

BUILDING "NO FAULT" PARENT-PROFESSIONAL RELATIONSHIPS TO RESOLVE STUDENT CONDUCT AND EMOTIONAL PROBLEMS

by Edward J. Kelly

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More than any other educational consideration, effective programming for both conduct problems and emotionally disturbed students requires extensive parent involvement. Such involvement must go far beyond the perfunctory contacts which typically occur at IEP meetings, or the occasional telephone calls or confrontation conferences which accompany serious misbehavior. Rather, effective involvements encompass a number of group and individual interactions designed to include parents as partners in whatever disciplinary or therapeutic interventions are pursued with their children. This point has consistently been supported by research indicating that programs for both groups ar significantly enhanced by parent involvement of all types (Alexander, Kroth, Simpson, and Poppelreiter, 1982; Dickman, 1989; Kazdin, 1985; Kelly, 1973; Kelly, 1992; Kroth, 1985; Kroth and School, 1978; Patterson, 1984; Wagonseller, 1989).

Unfortunately, it has also been long observed that parents of conduct problem and emotionally disturbed students are less likely to seek involvement with school and other agency programs than parents of non-involved and other handicapped students (Apter, 1982; Mosier and Park, 1979). This lack of enthusiasm has been attributed to a host of factors suggesting parental and/or familial dysfunction, e.g., families living at economic subsistence levels, dual career and/or single parent families raising "latchkey" children, parental personal and marital problems, parental drug and alcohol abuse, etc. (Benson, 1988; Johnson, Rasbury, and Siegel, 1986; Kazdin, 1985; Morgan and Jenson, 1988; Reinert, 1976; Rizzo and Zabel, 1988). Indeed, such factors have traditionally been cited by public school and related agency personnel to subtly disparage parental involvement when students manifest serious conduct or emotional problems (Chinn, Winn, and Walters, 1978; Despert, 1965; Howell, 1979; Miller, 1975; Ross, 1980; Samuels, 1981; Shaw, 1966; Sperling, 1965).

However, this perceived lack of parental enthusiasm is more a consequence than a cause of less than cooperative parental involvement. Meaningful parental involvement can hardly occur when prevailing social values grossly over-emphasize parental roles in the etiology of conduct and emotional problems, and school and agency personnel either fail to counteract or actively reinforce such values in their contacts with parents. Because of such values, parents of both conduct problem and emotionally disturbed students routinely experience negative and/or patronizing interactions with professional personnel (Bronicki and Turnbull, 1987; Noel, 1982; Turnbull and Turnbull, 1985). Parents of conduct problem students, for example, are often treated as if they are solely responsible for all of their child's misbehavior, irrespective of age or circumstance - a treatment which promotes parental defensiveness, if not outright rejection of any further voluntary contacts with school or agency personnel (Dickman, 1989). Parents of the emotionally disturbed are commonly regarded as the sole pathological cause of their child's problems, to be treated far more as "patients" than as partners in all educational or therapeutic interventions (Noel, 1982; Sonnenschein. 1981). In both instances, such interactions only accentuate parental feelings of guilt and inadequacy - feelings which serve to further deter constructive involvement in any programmatic sense (Bleckman, 1985; Coleman, 1986).

Obviously, if we intend to better involve parents of students with conduct and emotional problems than present practice suggests, such corrosive values and actions must be more than superficially countered. It is not enough to just observe that effective parental involvement cannot occur when parents become too defensive or are psychologically damaged by the implications of their children's problems, or that we should be more careful about what we say or even imply to parents. Rather, critical parental roles and responsibilities, as well as involvement rationales and strategies, must be comprehensively re-examined if we wish more constructive parent-school relationships. This re-examination must encompass all aspects of parental involvement programming - from a re-consideration of parent etiological roles and responsibilities to a clearer delineation of school and agency responses applicable to all parents.

"No Fault" Parent Involvement: A Holistic View

While a number of viewpoints can be regarded as supporting positive forms of parent involvement, a holistic perspective of student conduct and emotional problems appears ideally suited to the development of truly meaningful, "no fault," parent-school partnerships. Indeed, one can hardly endorse such a perspective without fully rejecting negative assumptions about parental etiological roles and responsibilities (Kelly, 1992).

From a holistic standpoint, conduct problems and emotional disturbance are self-defined conditions. They essentially reflect the affected individual's subjective perceptions of self as normal or disturbed, as well as the purposive or self-destructive motivations and choices which express such perceptions. While parents can significantly affect these perceptions and choices, they do not directly cause them under even the worst of circumstances. Severe conduct and emotional problems can occur in spite of the most positive parental efforts.

Moreover, in subsequent interventions, students, rather than parents or teachers, assume primary responsibility for whatever disciplinary or therapeutic changes occur. Since conduct problem students, for example, are viewed as normal individuals who freely choose to break socially-defined rules, they must also be regarded as equally free to adhere to them when such choices are adequately sanctioned. In fact, no disciplinary process can be said to be truly effective unless the individual chooses to internalize and follow the very rules whose violations provoked disciplinary intervention in the first place.

At the same time, because emotional disturbance conditions reflect internalized subjective perceptions of disturbedness and self-devaluation, only the disturbed individual can effect needed positive changes in such perceptions. In fact, the fundamental assumption of therapy - that individuals perceive that they have emotional problems, want help for them, and give voluntary consent to therapeutic intervention - clearly assumes student responsibility for its outcomes.

In sum, holistic interventions assume that conduct problem and emotionally disturbed students are ultimately responsible for whatever changes occur, since only they will fully live with their impacts in any personal sense. This assumption, in turn, necessitates a more cooperative and constructive type of parental involvement, one which treats parents as meaningful partners in all disciplinary, educational, and therapeutic interventions. The core realities and values which underlie this involvement process are addressed in the following points:

1. Responsibility for initiating and maintaining positive home-school (or agency) interactions, including constructive parent involvement programming, rests primarily with professional personnel rather than parents (Losen and Diament, 1978).

2. For parents of students with conduct and/or emotional problems particularly, the non-judgmental realization of this task is a mandatory corollary (Knoblock, 1993). In this context, it is not our task to "play God" with parents, to judge their actions as "good" or "bad," to assign shares of guilt or blame for past problems. As we have already noted, our expressed suggestions of parental responsibility for past failures can be so psychologically damaging that parents may not effectively participate in any constructive fashion. Indeed, insofar as we fail to correct such implications and, further, do not positively counteract them, we, rather than the parents, bear full responsibility for any failure to effect cooperative involvement (Noel, 1982; Turnbull and Turnbull, 1985).

3. If we are to effect meaningful working partnerships with parents, a positive "no fault" emphasis must be maintained in all interactions. As Idol-Maestas (1983) observed, such an emphasis always strives to correct even subtle suggestions of guilt or blame for past circumstances by promoting a non-judgmental cooperative focus on all identified problems. Thus, it consistently directs parental attention to deal only with current problems, stressing at all times the necessity of a parent-professional partnership in solving them, i.e., by proposing, "How can we work together to deal with this specific problem?" (Idol-Maestas, 1983; Kelly, 1992; Michaelis, 1980).

4. Effective parental involvement is not limited to any one type or model. Rather, it encompasses a variety of involvements applicable to the needs of parents whose children have conduct and emotional problems. These involvements include individual school progress conferences, parent counseling and discussion groups, home-school disciplinary and child management programming, parent facilitation of academic and therapeutic programming, and specific parent training programs.

[For the purposes of this present article, subsequent discussions will focus only upon parent involvements in school progress conferences, the initiation of home-based disciplinary and child management programming, and the facilitation of therapeutic interventions - involvements most specifically relevant to student conduct and emotional problems. More extensive coverage of other types of cited involvement can be obtained from the author's recent text (Kelly, 1992).]

As these points suggest, a truly holistic view of conduct and emotional problems invariably favors cooperative over confrontive forms of parent-teacher interaction. It assumes that nothing is gained and much is lost when we fail to regard parents as positive contributors in our programs or, worse, harbor corrosive moral judgments which blame them for their children's problems. Indeed, our efforts are likely to be effective only when we endeavor to work with parents as equal partners in whatever interventions are pursued with their children. This assumption of parent-professional equality - expressed in our mutual concern for children and through the cooperative involvements which benefit them - epitomizes the parent-professional relationship envisioned by a holistic perspective.

INDIVIDUAL SCHOOL PROGRESS CONFERENCES

The individual parent-teacher conference is the most common type of involvement for parents of both normal and handicapped children (Kroth, 1985; Kroth and Simpson, 1977). Such conferences are especially appropriate for parents of conduct problem and emotionally disturbed students who may feel inhibited by group contact in any form, feel defensive or guilty about their child's problems, and/or have associated personal, family, or marital conflicts. While school progress conferences for most students should be scheduled once every nine weeks (Kelly, 1974), parents of students in crisis intervention programs need to be seen more regularly. Depending on the severity of the student's problems and the type of intervention program, conferences may need to be scheduled at weekly or even shorter intervals.

When school personnel are dealing with intact two-parent families, every effort should be made to schedule conferences at times convenient for both parents, especially if joint attendance is feasible and/or desirable. In conferencing single parents, schools must be prepared to adapt scheduling to fit parental work or at-home requirements. Home-based and/or evening meetings should be scheduled when school or daytime visitations cannot be effected. Since these conferences are a vital success component of crisis intervention programming, professional released time will often be needed to facilitate scheduling.

It should always be noted that the basic purpose of school conferencing is educational. That is, conferences are mainly pursued to discuss the student's relative academic progress in school, disciplinary, emotional, or other problems which may be impeding such progress and relevant cooperative solutions to both resolve these problems and facilitate academic learning. This task is best fulfilled when school personnel adhere to certain basic guidelines.

First, like all forms of parental involvement, individual school progress conferences should be carefully planned, with attention given to scheduling, topics to be covered, objectives, meeting length, evaluation, and follow-up activities. Such conferences should principally focus upon the cooperative and positive resolution of the students' current problems, devoid of even implied parental responsibility for their occurrence (Idol-Maestas, 1983). In this context, background diagnostic information, conduct or emotional problem characteristics, student-peer and teacher interactions, and school progress information should be presented as objectively as possible. At all times, the use of negative labelling and/or connotations which imply parental fault or blame should be avoided.

Second, balanced school progress and other information should always be provided so that parents hear positive as well as negative things about their child's performance. Nothing is more discouraging for parents than conferences devoted solely to unrelieved recitations of student problems and failures (Kelly and Schacher, 1988).

Third, specific problems should never be discussed with parents unless the professional is also prepared to focus upon potential solutions. If a specific problem, for example, requires referral for further testing, medical observation, or special diagnosis and/or treatment, then potential sources of help should be explored before the conference so that appropriate advice can be given to parents. If, on the other hand, the problem requires specific teacher and/or parent interventions, their feasibility should also be explored before they are discussed with parents (Idol-Maestas, 1983; Kelly, 1974).

Finally, the impact of positive types of parental action upon student performance should be stressed whenever possible. Thus, if a student's progress is, to any extent, attributable to positive parental actions, attention should be given to their continuing importance. At the same time, the potential impacts of such parental actions should be emphasized when they are not currently observed.

Home-Based Disciplinary Programming

Home-based disciplinary programming is commonly pursued with parents of conduct problem students to promote both effective parent-teacher communication and more consistent responses to typical misbehaviors. While this involvement is often a logical outgrowth of school progress conferencing, it requires closer collaboration between parent and teacher.

In implementing this type of involvement, parents of conduct problem students must often become familiar with the use and intent of simple behavior recording and reward systems, the establishment of communication and encouragement processes which underlie appropriate child management, and the purposes and applications of logical consequences discipline. To be more specific, they must be able to:

A. Objectively identify the specific actions their child is performing which they wish to change or continue. As Haring and Phillips (1972) observe, it is rather pointless to attempt to reinforce "responsibility" or "being a good child." These generalizations only have meaning when they can be related to specific actions. Parents cannot encourage a child to become more responsible without first specifying and reinforcing those actions which characterize such an attribute. Only when such actions are performed correctly can one set about scheduling rewards for such general responsibilities as "cleaning up the dinner dishes," "babysitting," "completing assigned school-work," etc.

B. Use behavioral recording procedures; that is, be at least able to record the relative frequency and duration of specific actions (i.e., how often they occur and how long they last), so that behavioral changes from baseline "starting points" can be charted to record the relative progress of various disciplinary and/or reinforcement procedures (Kroth, 1985; Simpson, 1982).

C. Use necessary rewards to promote appropriate actions by their children. In this context, parents of conduct problem students often fail to provide positive alternatives to punishment or threats, not realizing that any reaction to misbehavior may be viewed by a child as reinforcing when no encouragement is provided for more appropriate action (Dreikurs, 1957). Thus, if children are to respond positively to discipline, parents must also apply consistent rewards to whatever appropriate actions are expected. These rewards must be positive; that is, they must be perceived by children as properly associated with specific actions: rewards which indicate not only that such actions are worth pursuing, but also are valued by their parents.

Kroth's (1985) use of a "reinforcement menu," a compilation of possible rewards suited to children at various ages, warrants serious consideration in this context. Kroth's point is that the potential effectiveness of any reward varies greatly among children, contingent upon their unique perceptions and life experiences. Thus, parents should identify and be able to apply a variety of tangible, social, and activity reinforcements when they endeavor to promote more appropriate actions by their children.

D. Employ logical consequence disciplinary systems, i.e., apply behavioral consequences which are perceived by the child as logically related to whatever misconduct occurs. For example, social isolation for provoking fights with siblings, or the completion of assigned chores to make restitution for the destruction of personal property, would logically consequent these misbehaviors.

Parents of conduct problem students especially need to know that logical consequence systems work only if they are applied as immediately, consistently, and as nonjudgmentally as possible (Shea, 1978). They should be invoked as soon as the misbehavior is known; should invariably attend to it without exception; and should be applied in a positive rather than a negative fashion. In this latter context, logical consequences should always be stated as something the child has earned by his or her misbehavior, rather than something vengeful or punitive (e.g., avoiding "I'm doing this to hurt you because you are a bad child"). Thus, because parents love their children and respect their right to choose and act inappropriately, logical consequences are applied to specific misbehaviors as an expression of love and respect; e.g., "because we care for you, we respect your right to experience the consequence which your actions have earned" (Dreikurs and Grey, 1968).

E. Pursue effective parent-child communication. Parents must know that successful child management is largely contingent upon meaningful communication. In holistic terms, parenting is not just a series of reinforcement transactions which promote appropriate behavior. Rather, it is an affectional/disciplinary/mutual sharing process which requires constant communication between uniquely perceiving, freely choosing persons.

Such communication is most meaningful when it focuses upon both the logical consequences and the encouraging values which foster children's appropriate actions. In the first instance, communication is essential to any effective logical consequence.

Next, teacher and parents cooperatively prioritize the listed problems, so that effort is given to changing the most seriously regarded ones first. If parents seem unsure of their skills in accomplishing major changes, target behaviors which appear easiest to shape should be emphasized until they gain sufficient confidence to tackle more serious ones.

A program is then implemented to change the first targeted problem selected by the parent and teacher, with emphasis upon:

a. parent collection of simple baseline data indicating the sampled frequency and/or duration of target behavior per occurrence;

b. teacher identification of logical consequences to apply to the targeted misbehavior, or alternative supplanting behaviors to be reinforced. If the indicated problem involved appropriate actions which the child should be performing (such as the initiation of necessary chores or more cooperative interactions with siblings), then the specific encouragement strategies and steps to promote such actions should also be noted at this time;

c. parent application of indicated logical consequences, encouragement steps, or reinforcement and/or extinction procedures;

d. periodic follow-up contact (through telephone communication or at a subsequent conference) to determine the relative success or failure of the implemented program. Success in this context would be assessed by positive comparisons between present and initial baseline data, as well as informal parent perceptions of progress. If failure has occurred, its causes should be identified and, if at all feasible, a new program initiated.

Finally, parents proceed to the next targeted problem, continuing in this fashion until all identified major disciplinary problems have been addressed. During the resolution of each specific problem, of course, parents must be encouraged by the teacher to generalize logical consequence, encouragement and/or reinforcement techniques learned in sequential fashion to other identified disciplinary and child management problems (Kelly, 1974; Kelly and Schacher, 1988; Shea, 1978).

This type of parental involvement in specific home-centered disciplinary change is a mandatory success ingredient of any program which deals with conduct problem students. Such involvement facilitates the integration of such students into normal functioning contexts by positively changing behaviors which interfere with academic learning and appropriate school and other social interactions. It can also change parent perceptions about their adequacy as childraisers and as persons, building positive attitudes from demonstrated success experiences. Finally, it can also encourage parents to assume more meaningful responsibilities in fostering their child's academic progress through home-centered instructional programming.

Parent-Relevant Therapeutic Involvements

From a holistic standpoint, there is much to be gained when we constructively involve parents as cooperating partners in home-centered therapeutic interventions with their emotionally disturbed children. Parents, rather than therapists or teachers, are far more likely to have the time and opportunity to positively respond to the rather haphazardly occurring expressions of self-disturbedness and devaluation of the disturbed preadolescent (Shaw, 1966; Knoblock, 1983). Indeed, the dismal track record of psychotherapeutic programs which have not focused upon cooperative parental involvement in working with such children fully attests to this reality (Donofrio, 1976; Leavitt, 1957; Levitt, 1971; Moustakas, 1964; Suran and Rizzo, 1983). Programs for adolescents still require considerable parental involvement to maximize their chances for success (Kelly and Schacher, 1988; Rizzo and Zabel, 1988, Shea, 1978). Obviously, the question is no longer whether or to what extent we should cooperatively involve parents of emotionally disturbed students, but rather how such involvements can be most effectively accomplished.

The most critical requisite to meaningful parent involvement in therapeutic intervention processes is an educational one. That is, parents need to be fully informed about the holistic nature of emotional disturbance as a condition stemming from perceptions of disturbedness and self-devaluation within their affected child. In this regard, an understanding of specific type, intensity, antecedent, and thematic considerations is particularly necessary.

If a specific type of psychiatric disorder, for example, is significantly contributing to the disturbance condition, then parents will need to be fully informed about its etiological bases; common symptom characteristics; relevant prescriptive, behavioral, and other treatments; its relationship to disturbed perceptions, etc. At the very least, parents should be aware that psychiatric disorders and emotional disturbance are distinct entities which typically call for equally distinct understandings and resolutions; that the former often requires medically prescribed treatments and specific behavioral interventions, while the latter is best served by counseling and direct teacher/parent/therapist encouragement processes (Kelly, 1992).

Parents need to know that both the parameters and intensity of any disturbance condition are subjectively defined by the affected person. In this context, the disturbed student, rather than his or her parents or teachers, must be regarded as the principal therapeutic change agent. While parents and teachers can definitely mitigate against disturbed perceptions, only the child can change them or, for that matter, live with their ultimate impacts. For this reason, informed consent, which encompasses both a recognition of, and a desire to be helped with, one's emotional problems, must be obtained from all affected students before any type of therapeutic intervention program is initiated (Ross, 1980).

Parental awareness of perceived disturbance antecedents is also important. This is, the specifically perceived contributing factors which may be triggering and/or aggravating their child's feelings of disturbedness and self-devaluation often comprise the major themes of subsequent therapy. These perceptions, whether they reflect "real causative circumstances" or not, must be identified before any sort of home-centered therapeutic interventions occur.

Again, however, it cannot be too strongly emphasized that this identification of antecedents is pursued solely to better parental efforts at improved communication and encouragement to counter disturbance-relevant themes, devoid of attributions of parental blame or guilt for whatever may or may not have occurred in the past. Hence, our basic message must always be, "These are the ways that Johnny perceives his problems and the events which have influenced them. It doesn't matter whether these events actually occurred or what anyone has done to affect his problems. What really matters is that his perceptions are real to him, real enough to significantly affect his life. And, for this reason, we need to work together now to find better ways to communicate our understanding of his perceptions, as well as caring enough to help him change his negative feelings about himself and what he is capable of doing, both as a member of your family and as a student at school."

Finally, familiarity with the thematic elements of emotional disturbance is also an essential part of effective home-centered therapeutic interventions. This is, parents need to know the principal themes which characterize their child's feelings of disturbedness and self-devaluation: themes of personal inadequacy and incompetence; of rejection and isolation; of being unloved; of abnormality and pathology; of spurious moral worthlessness and guilt, etc. Awareness of these specific themes can prepare parents to more directly counter them through positive communication and encouragement (knoblock, 1983).

While specific type, antecedent, and thematic topics will vary from student to student, one consideration is applicable to all home-centered, disturbance-relevant parent interventions: that they fulfill the holistic therapeutic goal of normalization in all meaningful social contexts. To this end, home-centered parent interventions are essentially pursued to change feelings of disturbedness and self-devaluation through whatever means foster contrasting perceptions of personal adequacy and normalcy in the affected student. Such means typically include: normalcy-reinforming parent-child interactions which focus upon the communication of specifically positive, rather than negative, disturbance-relevant themes; improvement in child-raising processes which promote the child's normal functioning and relationships within the home; and the use of encouragement techniques which enhance feelings of personal competence and self-worth in all social contexts. The specifics of each of these interactions are discussed in the following points:

1. Parents must be trained to recognize and personally avoid using language or specific terms which reinforce perceptions of disturbedness and self-devaluation in their child. In the first instance, even oblique references to the "craziness," "weirdness," or "sickness" of one's actions or expressed thoughts or feelings must be avoided in all parent-child communications. In the second, referents which characterize the child's personal attributes or actions in devalued ways, e.g., as "worthless," "bad," "stupid," "not as good or competent as other children" and so on, must also be eliminated in such interactions. And, while it is not possible to prevent all negative referents in their child's involvements with siblings and adult relatives, parents should make every reasonable effort to insure that other family members avoid using obviously negative descriptors and characterizations.

2. Conversely, parents must be prepared to insure that they interact with their emotionally disturbed child in consistently positive ways and, most especially, when they encounter situational expressions of self-disturbedness and devaluation. As we have noted, since most children express their feelings about self and their relationships with others in a fairly haphazard fashion, parents are most likely to be the ones who hear spontaneous disturbance-relevant comments in everyday circumstances (Schwartz and Johnson, 1985). For this reason, parents of emotionally disturbed children must be prepared to recognize and situationally respond to expressions or inquiries which imply disturbedness and/or self-devaluation as they spontaneously occur.

In spontaneous situations, parental responses must be consistently caring and corrective. That is, they should counter suggestions of self-disturbedness and devaluation with responses which indicate not only parental acceptance and affection for the child as a vital part of the family, but also parental belief in the child's essential normalcy and self-worth. Examples of such countering responses could include:

"Most kids have emotional problems from time to time. That's just part of growing up. It doesn't mean that if you have such problems that you're worthless (bad, sick, crazy, etc.)."

"No, I don't think having weird thoughts means that you're more crazy than anyone else. Many very normal people have weird or strange thoughts at various times."

"No matter what you think or feel about yourself, we both still love you very much."

"A lot of kids have trouble being liked by others; that doesn't mean that they're not OK, just as your problems with other kids doesn't make us care any less for you as a person."

"No matter what kinds of emotional or learning problems one might have, that has nothing to do with whether they are a good or bad person."

"You should never be ashamed of your feelings, even the ones you think are bad. We all have such feelings at times but, when we talk about them, as you're doing now, we find that we're really OK and that other people like us, no matter what kind of feelings we have."

Obviously, no set of examples can encompass the total range of responses to potential disturbance-relevant expressions applicable to the discrete educational levels, ethnic groups and social status of parents, as well as the relative age of the child and the constantly shifting popular vernaculars of children and adolescents. The basic point, however, is that parental countering responses must consistently reflect caring and normalcy-enhancing values, no matter how they are specifically stated.

3. When a specific psychiatric disorder or another handicap is significantly contributing to a child's emotional problems, parental responses must encompass these topics as well. At the very least, parents must recognize that psychiatric disorders and other handicaps contribute to, yet are distinct from, their child's perceptions of self as disturbed and devalued; that the necessary prescriptive treatments and programmatic interventions which are pursued to remedy these conditions may not effectively counter disturbed perceptions. Moreover, in discussions with their child, parents must be prepared to effect objective and yet positive distinctions between those conditions which are significantly contributing to their child's emotional problems and the actual problems themselves. Such discussions should provide factual coverage of the common characteristics and relevant treatments of whatever psychiatric disorder or handicapping condition is

affecting the child's perceptions of self, coverage which is geared to the relative maturity and understanding of the child. At the same time, parental expressions of caring and acceptance of the child as a person and as a loved member of the family should be consistently stressed in such discussions.

By way of specific illustration, consider what parents should do to counter disturbed self-perceptions stemming from chronic, yet cyclical, depressive episodes affecting a thirteen-year-old adolescent male. Certainly, they should obtain and cooperate with whatever medical and associated behavioral interventions will effectively treat the structural aspects of this disorder, as well as work with school personnel to facilitate their child's academic program. But such expedients may do little to counter their child's disturbed perceptions of self, unless the parents also consistently communicate their understanding and acceptance of this disorder in objective terms. More importantly, they must reiterate, in varying ways, that one is never any less of a valued person simply because he or she is affected by depression and, further, that its impacts will never diminish the parent's caring and belief in their child's essential normalcy and self-worth.

4. In addition to positive countering responses in spontaneous situations, parents should also be encouraged to take time to initiate and engage their emotionally disturbed child in positive communication on a daily basis. While communicative topics may vary across a wide spectrum - from discussion of the child's current interests in sports, music, fashions, television programs, movies, etc. to perceptions of school or home situations or his/her relationships with family members or various peers - parents must consistently encourage such interactions through positive comments which indicate not only their interest in what their child has to say, but also respect for his/her contributions as a valued family member (Kelly, 1971; 1974; Wagonseller and McDowell, 1979). Again, if spontaneous opportunities arise to positively counter expressed feelings of self-disturbedness and/or devaluation during such conversations, parents should be prepared to act upon them.

5. Finally, parents should be trained to actively promote and encourage actions which enhance feelings of normalcy and personal competence within their emotionally disturbed child. Emotionally disturbed students need to know that they are capable of normal, competent functioning, not simply because others tell them so, but because they experience it in their lives. For this reason, parents should maintain normal expectations for their emotionally disturbed child, insisting upon: the carrying out of reasonable home-centered responsibilities; the completion of assigned school work; the maintenance of appropriate relationships with their siblings and parents, etc. In sum, parents must not only foster perceptions of normalcy in their children, but also expect normal functioning from them.

At the same time, however, all successful functioning must be rigorously and consistently encouraged. More than other children, those who are emotionally disturbed need to know that their parents care enough about them and their accomplishments to tell them so. Thus, parents should take special pains to favorably comment on their emotionally disturbed child's successful performance of both home and school tasks on a daily basis. Such encouragement, consistently and continuously provided, can positively change disturbed and devalued perceptions of self more than any formal therapeutic process (kelly, 1992).

It is acknowledged that special training is often needed to realize each of these involvements: training which requires the cooperative interaction of parents and disturbance-relevant professionals (Alexander, Kroth, Simpson and Poppelreiter, 1982; Wagonseller and McDowell, 1982). But such training is certainly no more demanding than that which promotes successful parental involvement in academic programming and, as we have suggested, its therapeutic rewards can be truly invaluable.

SUMMARY

This article has covered holistic parental involvement rationales and practices affecting both conduct problem and emotionally disturbed students. We have noted that both groups require positive, "no fault" forms of parental involvement for similar reasons and, further, that certain involvements appear applicable to both. In this context, similarly structured parent conferences, academic program involvements, and parent training workshops can be effectively pursued with either group.

At the same time, two types of involvement are not equally pursued with both groups. Home-based disciplinary programming will mainly be sought with parents of conduct problem students, while parents of the emotionally disturbed are far more likely to participate in parent-relevant therapeutic involvements. Like all other types of involvement, of course, the pursuit of a truly cooperative parent-professional partnership remains their most indispensable success ingredient.

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TEACHING CULTURALLY DIVERSE SPECIAL NEEDS STUDENTS

WORKSHOP

As part of the annual conference of the New York Council for Exceptional Children, the New York Council for Children with Behavior Disorders will be presenting an all-day workshop on teaching culturally diverse special needs students. This workshop will take place in White Plains on Thursday, November 4th, from 10 am to 4 pm, as part of the pre-conference training sessions. Topics to be addressed are: culturally sensitive discipline; assessing culturally different learning types; modifying instruction to match various culturally different learning styles; reaching and teaching streetwise youth; working with culturally different parents.

The price is $35.

For more information, please call: Deborah Chicorelli, (607) 432-4909.

Presenters in this pre-conference session are:
Herbert Foster, University of Buffalo, and Tom McIntyre, Hunter College.

ITEM OF INTEREST FROM OUR READERS!

One of our readers asked that we initiate a list of teachers whose students would enjoy being pen pals. So, if you are currently teaching a group of students and would like to set up a pen pal letter exchange with another class, please let us know. Remember to get administrative approval before furnishing us with the following information to be printed in *Perceptions*:

PEN PAL REQUEST:

I would like my class to become involved in a pen pal letter exchange. I would like *Perceptions* to print the following information:

School Name/Address:
District Name:
Teacher's Name:
Grade/Subject:

I have obtained administrative approval for the above information to be listed in *Perceptions*.

Signature Date

Return the completed form to Lynn Sarda, Editor, *Perceptions*, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561.

CALLING FOR STORIES

In a future issue of *Perceptions*, the editors would like to focus on STORIES. The intensity and value that a person's stories may have is evidenced in Robert Coles' book, *The Call of Stories.* We hope to compile a collection of stories from professionals, parents, students, and children that capture important experiences in people's growth. If you have a story (how you entered the profession), or a meaningful, sustaining experience in your worklife, or how you have learned to deal with the stress, demands, and joys of being with individuals with emotional disturbances, please submit it to us for consideration. If you have a student's writings or artwork with which you are both pleased, just obtain a release and send them to us for review. If you are publishing collections of writings in your school or agency, perhaps you would submit an article describing that process. Submission results in careful consideration of the document, but not necessarily in publication. Join with us in celebrating STORIES.

Please send submissions to: Lynn Sarda, Editor, Perceptions, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561. Thank you.

OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information to be reviewed for publication for ANYSEED members who wish to visit:

Name of School/Agency:
Address:
Contact Person:
Telephone Number (incl. area code):
Best Time to Call:
Programs to be Viewed:

Please be aware that any such recommendation should have prior approval of your school/agency administrator.

LETTERS TO THE EDITOR

Letters published in *Perceptions* do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its pubication. Considerations include space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of *Perceptions*.

Letters should be sent to:
Lynn Sarda, Editor, Perceptions
Old Main Bldg., Room 212
State University of New York
New Paltz, New York 12561

THE POWER OF PROFESSIONAL PERCEPTION: BEWARE!

by "Kate Holmes", Ph.D.

Though recounting an actual experience, the author has chosen to use a pseudonym for the purposes of anonymity.

I am both a parent and a professional. Because my profession is education and my children are in the throes of their schooling, their experiences make me acutely aware of the feelings of both parent and educator. The story I am about to share illustrates how difficult being both a parent and a professional can be. I wrote it down because what happened was so remarkable, I feel it is important to share with other professionals.

There are three parts to this piece. The first is the story told from a parent's perspective with no objectivity in the telling. The second part is a retrospective analysis, more objective in nature: a professional's perspective that seeks to answer,"Why did this happen?" The third is a parent's retrospective that attempts to answer, "What did *not* happen?" and "Why didn't it?".

A Parent's Story

From the moment Matthew was born, he seemed to take life in stride. True to his smile at nine days, he has been a loving, affectionate, "people person" all along.

While his laughter could be heard frequently, his words could not. By the time he was two, we were concerned. By three, we were worried. Beyond nouns, his vocabulary was limited. The dis-order of his words wasn't what one typically hears in young children. He would begin to follow a direction but, if it had no visual cues, he would become lost or confused. He often did not understand what was being said if our sentences were too long or contained idiomatic expressions. When his aunt called from Texas and asked, "How are you doing up there?", Matthew looked down at his feet and replied, "I not up. I on the floor."

"He's a boy," people said. "Boys are not as facile with language as girls. Don't compare him with your daughter." "He's a second child," people said. "He doesn't have the need to talk the way a first child does because there are more people ready to help before he gets the words out."

But this loving little guy was also having difficulty playing with other children in his nursery class, although we had given him a second year in the class and he was now with children who were younger then he. More often than not, he was unable to interact successfully with them, although he was clearly hungry for their friendship.

"He needs more opportunity to play with children," his teacher said, so we increased our efforts to have playmates in the afternoons.

But it did not seem to us that his limited vocabulary and lack of ease with language was a matter of his being a boy or something that he would outgrow on his own. He did not fit with the younger children. He looked like a child who was older in every way, but was not picking up language naturally.

About the time Matthew turned four, we decided to have him evaluated by a team of professionals. The results of the evaluation both saddened us and provided great relief, in a sense, because they confirmed what we had felt for so long: Matthew did have a serious language processing problem. He had difficulty organizing what he was hearing. Not surprisingly, the longer the message and the less grounded it was in the immediate surroundings, the more confused he was. He had difficulty retrieving what words he did know and sequencing them consistently.

In the meantime, we continued to encourage Matthew to use words at home. In our nighttime reading, we included books about animals or children using words to solve problems. Interestingly enough, he was not at all convinced that one could say "No" to a friend. His perception was that if a friend was playing by chasing you, you had to run. We assured him that it was important to tell friends how we felt and that, if saying "No" did not work, he could walk away or get help from a grown-up. When he was playing with his sister or a friend, we coached him to use even one or two words to try to work things out. He seemed to be getting the hang of it.

Then it happened. Early the morning before our first team meeting, we got a call from the teacher. She had never called before, so I was surprised to hear her voice. What she said was even more surprising. She wanted us to know that, in our meeting, the director was going to suggest a social skills group for Matthew. "Fine," I said. "I think some on-the-spot teaching of language negotiation would be great." "Oh,no!" she said, and went on to explain that the director meant we should take Matthew to someone outside school. This was just for Matthew.

We could not believe it. What had happened? This was late November. Why had nothing been said before? Was there so little warning or had we just been blind to the cues? Was I trying so hard to be Matthew's mom, not a professional in the field, that I had missed important insights? We had certainly described his needs, and they had the report. They had said they would teach him to use words. Why a social skills group just for him? Why outside the school? At such a young age, how would he generalize what he learned?

When we met, the director talked about how it was hard to prioritize goals, etc., etc., etc., but they were giving the development of social skills the number one priority in Matthew's plan for services; whereas, language was number two.

Again, I could not believe my ears. Surely, Matthew was more at risk with his language processing problem than his behavior. It seemed to me that his behavior was not outside the norm. How had it gone this far without our being told?

We shared how surprised we were to hear of the extent of their concern about his social skills and, as a result, asked if we could develop a way to keep in better contact. We also tried to be clear that we agreed that his social skills did need to be developed. Then we tried to get a sense of the strategies that were being used in the room. The conversation shifted to a sharing of ways that seemed to help Matt and those that did not. We said logical consequences seemed to be effective at home. The teacher said she used that, but probably was not too consistent because she could not bear to have Matthew lose part of recess, even when his behavior was inappropriate. We supported her continuing with it for seriously inappropriate behavior. She said that she hated to reprimand him because he seemed so crushed afterwards. I suggested the use of a sticker chart to accentuate the positive, instead. I agreed that Matthew got discouraged quickly if he was criticized by friends or adults, but we had found that pointing out his successes at using words or keeping his hands away from his sister's face seemed to help him make important strides in that area.

The teacher did agree to try a chart to share information about Matt and to highlight his successes. We said we would continue to work with him at home and would follow up on whatever was written on his school chart. They reiterated that they felt nothing the teacher did was working; that Matthew was a child who needed to be taught social skills because he was not picking them up; that he needed a more intensive intervention. That was why the skills group was recommended. They also gave us the name of a man who had done social skills work for another class in the program.

We left disheartened.

Was this a communication problem? Was this a teacher who was being inconsistent, or who was not being proactive enough? Why would they not provide a skills group within the class, even if it was initiated for Matt? If we asked our own town to provide the social skills training, how would that affect how those folks saw him? There was a class for children with emotional issues in our town. Would people suddenly see Matthew as a child whose primary issue was emotional and yank him out of his language class and place him in the town class for children with emotional issues? His reading and math skills were so far beyond his grade level. Would it be too easy for the language issue to get glossed over and to shift a focus on behavioral concerns? Questions swam through our heads.

We called the man whose name we had been given, but he was not running groups outside schools. We also asked people we respected for referrals to other individuals who ran groups in the area. We just were not convinced that all the time and effort outside the class was really what Matthew needed.

We decided to get a second opinion. We would have Matthew evaluated at our own expense. This time, the focus would be on his emotional functioning. We would use someone who was skilled in evaluating and working with young children and their parents and who could, if needed, work with Matthew's teacher in a way that would be productive for everyone. Over a period of weeks, the psychologist we chose talked with us; worked with Matthew; observed in Matt's class; and talked with both his teacher and the director. We gave him the previous evaluation report, all other records, and access to any other professionals who had worked or were working with Matthew or us.

Matthew's emotional functioning was fine. The psychologist was concerned at first that Matthew did not have enough aggression but, in subsequent sessions, he showed a sufficient amount. Matthew demonstrated great compassion and good skills in "bonding" with another person. He also had good impulse control; however, since that judgment was based primarily on a one-to-one situation, we could not assume Matt would have the same degree of control in a whole class environment with children. The psychologist did see good impulse control throughout his observation in the school. He also saw the "Hey, engage with me!" behavior. As the members of the previous evaluation team had observed, the psychologist felt Matt's behavior was entirely appropriate for a five-year-old boy, even more so for one who had a language problem.

It was early March. Matt's spirits were sagging as we had never seen them before. He did not feel good about his school work. He did not have friends. He seemed sad, adrift. It was obvious that he could not stay in this class next year. What should we do? The director of this program recommended that Matthew attend the class designed for children with language and emotional issues.

It was in a different town, but about the same distance from our home. I knew that program. I know the degree of acting-out behaviors that occurred there. I did not think that would be helpful to Matthew at all. We did not think he had emotional issues, or even behavioral ones. He just needed some coaching. Didn't he? Worry crept in again.

There was also the question of what would be appropriate to support his language development. It was suddenly beginning to blossom. He was talking in longer and more appropriately sequenced phrases. He was beginning to understand that people used expressions that meant something different from what the actual words would suggest. He had some strategies for coping with his word finding difficulties. When directions were too complicated, he could also say, "That's too many words." What language support did he need now?

Another issue was cropping up. As the psychologist so aptly put it, Matthew was hungry for friends. Having him attend a program that was not in his neighborhood school was posing a serious problem with our ability to find children his own age with which to play.

We decided to turn to our home school. The principal and I talked about Matt's strengths in reading and math, and his language and emotional needs. I also shared the sense I had gotten from the language class people that, if Matt were in a class with more than eight children, he would need a full-time aide to provide the language and social intervention he still needed. I also told the principal about their recommendation of a class for children with language and emotional issues as well as a social skills group outside the school.

The principal suggested we come and observe two different options: a developmental kindergarten and a transition class between kindergarten and first grade that had fifteen children. What we saw was impressive. There was warmth, structure, and individualized learning.

We took the next step and had Matthew visit for a week: three days in the kindergarten and the remaining two in the transition class. Before he came to the kindergarten class, he got a note from the teacher welcoming him and telling him a little about what would happen. That made an impression on Matthew and on us. He made two friends the first day and came home chattering about all that had gone on, something he had never done before. The first day in the transition class, he read a book to the entire class; both days, he did all the work assigned. He did wilt around 1:30 the last day, when the length of that program and the stretch required for him to do "work" (8:30-2:30) seemed to tire him.

When we met with the two teachers, the principal (who, by the way, had observed how Matt was doing several times), and other members of the school team to discuss Matthew, they had one question: "What were Matthew's difficulties?" They had not seen anything that was not within the norm and could not be addressed in either class. "Honeymoon?" I suggested, because I distrusted their positive perception. The principal responded, "Whether this was a honeymoon or not, we now know he is capable of this behavior and that is what counts." I was feeling better and better about working with these people.

We went on to explore options and decided that Matthew would be beyond kindergarten by September. The transition class, with its size limited to 15 and an approach that was structured but warm, hands-on, whole language, individualized, seemed to be a good choice. They responded to everything we thought he might need with: "No problem." To a social skills group in the class, the transition teacher said, "Yes, a social skills group would be helpful to any child that age."

We could not believe the contrast. How could a child who was recommended for a program for children with language and emotional issues in one setting be the same child about whom people said,"Tell me again. What is Matthew's difficulty?" The home school folks were so positive about Matthew; so quick to respond to his needs. Could the same child who seemed to annoy people in one setting go to a different setting and make two friends who were sorry he was not coming back? Why had Matt come home telling me all kinds of things from his hometown school when I had to work creatively to get anything out about what was happening in his class in the other town?

We kept talking about what had happened. Finally, I could not bear the differences any more. We decided to go with what our gut had been telling us since November, and remove Matthew from his language class. I called the principal in the neighborhood school and asked if there were any reason why we could not transition Matthew right away. If he had been so successful, why not give him a chance to be in kindergarten and then move on to the transition class in the fall? Still concerned about the way Matt had been described in the previous setting, and wanting to be sure he would not fail, the principal talked about the need for time to make a good transition plan and get an aide lined up.

The town had an entire program in place for Matthew within a week.

I do not know what happened to the aide idea, but Matthew never needed it. He sailed into kindergarten, continued to make friends, and went right through to the end of the school year two-and-a-half months later, doing just fine.

In fact, when we met with his special services team at the end of the year, folks asked if Matthew rally needed to be in the transition class the following September. He had done so well in kindergarten, wouldn't he do equally well in a regular first grade?

He went to camp in the morning for two different weekly sessions this summer, and did just fine there, too.

Was the language teacher in the other town wrong about Matthew? This is not a story about right or wrong; nor is it a story of criticism. Rather, it is a story about perceptions and the power that perception can have on the life of a child.

The teachers in Matthew's home town had a different perception of Matthew. And Matthew responded.

The power of professional perspective - be aware!

Have all of Matt's difficulties disappeared? No. He can still tune out towards the end of multi-step directions, particularly if there is no visual cue to help with the auditory comprehension. When we talk, we may hear, "That's too many words." He often needs coaching to tell friends what he wants or to work problems out rather than give up when he is upset, but then, so does his older sister and his older mother and father! He is on his way. He is back to being the happy, caring, affectionate sprite as open to life and people as he used to be. School is a place that adds wind to his sail rather than becalming his boat.

A Professional's Perspective

I have worked in the field of education for over twenty years. One of my specialties is children's behavior. I taught children with behavior difficulties for years. I teach Classroom and Behavior Management to undergraduates, and have given numerous workshops and seminars on the topic for teachers and administrators. School folks who are having difficulty diagnosing and remediating behavior issues ask me to consult with them.

I believe an important variable is teacher perception. Perception affected the approach to Matthew and, in turn, affected Matthew's response.

If I were to look at Matthew's behavior from an ecological perspective, I would have approached the situation quite differently. The first question I would have asked was, "What is the nature of this child? What are the relevant physiological variables to consider?" Matthew was a five-year-old boy, full of energy. Muscle tone was poor, so coordination for running, catching, not to mention writing and cutting, was not yet up to age level. He was friendly, affectionate, particularly responsive to people; criticism or correction was likely to move him to tears. As the psychologist described him, he was "hungry for friends." Besides being affable, his strength was his visual skills. He loved to read. His language skills and his ability to use them to make friends and negotiate situations were limited.

The second question I would have asked was, "What are the relevant physical variables: the setting, the program, the curriculum, the instructional strategies?" The classroom was smaller than average for pre-school rooms. There were eight children, five of whom were girls who were relatively docile. One girl and one boy had extensive hearing losses and did not yet talk a great deal. The class ran from 9:00 to 1:00. The program included sitting and listening to language much of the time. There was, for example, news time, that lasted about twenty minutes at the beginning of the year but, before long, worked its way up to forty minutes each day. There was also other direct instruction. Most days, the children did worksheets and cut-and-paste activities. Cooking occurred about once a week. There was snack and recess each day. When the children were in the classroom, for the most part the overall nature of the activity level was quiet, subdued.

If I were to take the physiological variables and look at their interaction with the physical variables, the question becomes, "What is the child like in the context of the program?"

Place one active boy for whom listening to language was very difficult and not particularly rewarding into a relatively subdued classroom program where listening to language for long stretches of time was commonplace, and he will not fit in smoothly. Add to this his low tone, difficulty with fine motor activities (which occur frequently), and his tendency - when the words or work become too much - to tune out and turn to others to talk either with words or his body. He is likely to stand out.

The next questions to be asked are, "What are the psychosocial variables? What is the nature of the interaction between the child and the other children?" An important consideration is the small number (8) and nature of the other children in the class, particularly the two boys. There were limited possibilities for playmates. Matthew apparently recognized this, too. When someone asked him what he liked about his new kindergarten class, he said, "There are 16 children there, so more chances to make friends."

Matthew wanted to make connections with other children, but he was principally talking with his body. He was also doing some testing of personal boundaries.

The other psychosocial variable to consider is the interaction between the child and the teacher, particularly regarding the child's behavior. When she responded with annoyance, Matthew was "crushed," as she described it. She did try some logical consequences. She did begin the behavior chart.

From an ecological perspective, what I see, then, is a child whose activity level and difficulty with extensive listening and with fine motor activities made the work in the program hard for him. He tuned out at times; rushed through his written work. Add to this that he had some behavior that was perceived to be out of the norm and bothersome. It also triggered behavior in another child that was also annoying.

There would seem to have been much impetus to help Matthew to change his behavior to address Matt's needs in such a way that he could be a more integral part of the program. This did not happen. Why? I believe the teacher intervention was limited because of her perception of the situation. She seemed to perceive Matthew to be the source of his behavior. She did not seem to look at behavior in context. She did not take an ecological perspective and look at the whole child in the context of the nature of the program as well as the nature of the interaction between Matthew and the other children. She did not teach substitute behaviors.

What about the nature of the teacher intervention for Matthew within the context of the larger program? Was there adjustment for Matthew? The teacher's perception of the program seemed to be that there was a set curriculum and a predetermined approach. Any child who could not fit must not belong. So, the teacher told Matthew's parents that Matthew had a problem; that they needed to do something about it; and that it needed to be done outside class. The director and teacher also recommended that Matthew be placed in a different class in the program, the class for children with language and behavior issues, as if, as the psychologist said, one can sort children so neatly.

Although everyone (the language specialist, the psychologist who evaluated Matthew, and, indeed, the language teacher and director) was quick to point out that children with language difficulties naturally need help learning how to use language to make friends and negotiate social situations, there was no consistent effort to provide on-the-spot support to Matthew to learn substitute behavior.

A hassled teacher and a child whose spirit was lagging; all, I believe, because of the power of that teacher's perception. What could have been done instead?

What could have been done happened quite naturally when Matthew was placed with a teacher who perceived his behavior differently. I believe the kindergarten teacher saw Matthew's behavior within a larger context. From a physiological perspective, she expected five-year-old boys to have a high level of energy. She also saw Matthew's nudging behavior as well within the norm. It was no big deal for her. Her perception guided her intervention. When a child invaded the space of another, she did not get annoyed or upset. She would say in a calm, friendly voice, "Tom, are you with me?" or, "Jason, this is really interesting. You'll want to be sure to hear this." There was no criticism, no sigh, no irritation. She also provided a powerful model for the children. They never seemed particularly bothered, either.

Because her perception was that checking boundaries and testing out ways of connecting with other children was normal, her way of intervening was positive, proactive, effective.

She also created the physical context according to her perception of five-year-old children. The activities in the kindergarten were shorter in duration, higher in active involvement. She adjusted for individual differences. More than one activity was available so that children could move in and out of work "stations" as needed. Every time she gave directions, she made sure the children understood that people worked at different speeds. She asked questions such as, "Will everyone finish this today? Do we all work at the same speed? Does that matter?" To each question, the children would chorus, "NO!" As they worked, a child might say to an observer,"I don't read yet. Tommy does." This was not a statement of discouragement or self-criticism, but an observation made acceptable by a teacher who had established a class culture in which individual difference was expected and respected.

Teacher perception, teacher expectation, teacher intervention, were different. And Matthew responded.

The power of professional perception: Beware.

A Parent's Perspective

After reading this analysis of what happened with Matthew, you might well ask, "Where were your professional insight and wisdom when you were dealing with Matthew's teacher? Why did you hold back?"

I have learned from this experience that a teacher's perception has power not only to affect a child, but also a parent ... this parent. I was affected so much that whatever power I might have had by also being a professional in the field, I never used. In fact, I would say I gave it away in the process.

Nothing in my years of working with parents ever prepared me for my reaction as a parent to what was happening with Matthew. If I had not experienced that loss as I switched from the professional side of the conference table to the parent side, I would not have believed as a professional that it could happen so readily.

As I said earlier, I teach and consult about behavior change strategies. I have done that for years. So, I know how to help children and how to help teachers help children develop positive, productive behavior. As a special education administrator, I have informed hundreds of parents of their rights. So, I know how to advocate for my own child. As an administrator, I had also facilitated many difficult meetings between parent and teachers to the end that everyone reached consensus and there was joint ownership of the solution. Why did I not act on my knowledge? Why did I not use my skills? Why did I (we) take full ownership rather than negotiating a jointly-owned agreement of what should happen to support Matt's efforts to learn and grow?

I do not begin to have all the answers, and I know I have no objectivity in the analysis to gain those answers, but I have some insights. These I share.

First, like many parents, I give my child's teacher a great deal of authority. I respect teachers; I trust their perspective. They have tremendous received authority because they are professionals. Given that authority, I believe that the way the teacher presented the situation had a daunting effect upon me. Matthew's need to develop social skills was labeled a problem; the problem was identified as being within Matthew and we were told that it was our problem to solve. I had a hard time not accepting the teacher's perception. I do not find it easy to go against the power of a teacher's authority.

Second, I did not protest against her perception because I was not completely sure she was wrong. There are few black-and-white judgments in education when it comes to children. Maybe Matthew *did* have emotional issues that could only be addressed outside his class in a social skills group. After all, she had training and years of experience working with pre-school children and presumably had a well-informed sense of what was typical for boys this age. I did not want to be a "professional parent" who could not see her own child's problems.

Also, if Matthew had a problem with behavior, then wasn't I responsible for the fact that it existed? Language issues you can attribute to heredity or to other physiological factors. The causes of emotional or behavioral ones are not so easy to pin down. I would say that any time my child does something inappropriate, I have a hard time not immediately feeling that it is a reflection on my qualifications as a good parent. So, part of me believed the teacher when she said that Matthew's behavior was my problem.

I began to wonder what had I not done. As a professional in the field, I knew behavior change strategies so well that I *taught* them to parents and teachers. Why had I not taught my own child all the behaviors he needed? What had I done wrong? If I had done something wrong with Matt, couldn't I also be wrong about my perception of him if it differed from that of the professional? So, Matthew's "problem" became a reflection of my inadequacy as a parent. Instead of allowing my professional wisdom to bail me out, my sense of inadequacy leached over and flooded out my sense of my professional skill in this arena, too.

From a position of perceived inadequacy, I do not feel strength, nor do I fight.

I think the crux of the matter had to do with the simple fact that Matthew was my child and I was afraid for him and protective of him. After all, he had already struggled mightily with language. It had taken us a long time to find a program that would help him. I did not want to come on as the know-it-all parent because, as I've said, I was not convinced I knew it all. Also, I did not want to alienate this teacher. Working with someone can make so much happen. If I questioned her perception or suggested that she, too, needed to own Matt's social skills learning, then wouldn't I be laying my child open to the vulnerability of having the teacher's anger at me get transferred over to him? Wasn't she already a little hassled by his behavior? I did not want to push her one step further away from Matt. He needed her and, I felt, he needed us to work with her.

Why did I not bring in a third party to help? Why did I not act on my rights as a parent and request that the school bring in a consultant or evaluate Matt or provide the social skills group? Again, I would say fear kept me from doing all those things. This was a different fear, however. I did not want to have any more professionals aware of the fact that the teacher and director of this program saw Matt as a child with a behavior problem. I was too afraid that others would agree. The label "behavior problem" would be an easier label to address. It would allow someone to whisk him from his language class (which, as you may remember, the local system did not have) to a class for children with behavior problems (which the school system did have). I also did not want that tag around his neck for future teachers to see. No one likes behavior problems; so, very few people like the kids who have them. I would protect Matt from that label unless I was absolutely convinced that having it was the only way he could get what he needed.

So, why did I lose the strength that my professional wisdom and skills might have given me? I would say that I felt Matthew was too vulnerable. Once more, someone was telling me that he was not progressing. This time, the person was labeling him with words that did not mention language difficulty. Worse, the label being used, "child with behavior problem," was the least socially acceptable. I was afraid someone would take him from the language class that I felt he so desperately needed; or worse, someone would place him with children who did have serious behavior difficulties. I had observed in that class many times. I felt those children would surely not be helpful peer models for a little guy struggling to develop positive communication skills. I felt vulnerable myself. From my perspective, "child with behavior problem" called my competence as his parent (not to mention my competence in the field) to question. I was also afraid that what I said or did would anger the teacher and she would perceive both Matthew and his parent as people with frustrating behavior! She would add her anger at me to her frustration with Matt.

I gave the teacher's perception so much authority. I gave up so much power.

Words cannot describe how sad I feel when I think that I almost gave up my perception of my own son.

The power of teacher perception! Be aware!

I have shared my story because I hope it will leave you with a heightened awareness of the tremendous power that teachers have. We need to make a conscious effort to include a parent in the great adventure of helping a child to learn and grow, rather than inadvertently pushing responsibility and blame onto the parent's shoulders. While no teacher can control how a parent responds to the invitation, a teacher can be sure she or he invites a parent in a way that remains open and that the invitation is offered in the first place.

We also need to remember that teachers have a tremendous influence on the life of a child.

I often hear teachers say, "But what can I do? I only see the child __ hours a day. There is so much else going on in his/her life. What difference can I make?"

Teachers can and do make a difference. How a teacher perceives a child can break or make that child. It is as simple and profound as that. I know it to be true. I have seen both happen to my child.

Before I close, I want to share a final glimpse of Matthew with this language and good feelings about himself at full sail. As you read it, keep in mind that it was a teacher who helped provide the wind he needed.

The last week of school he and I were playing store in the late afternoon. As he waited on me, he would say things like, "Would you like some hot dogs, Ma'am?" "I'm sorry, Ma'am, we have run out of chocolate candy. You could have some chocolate cake, instead."

When we finished with my many purchases, I said, "It's fun to come to your store, Matthew." He climbed into my lap and gave my cheek a gentle pat. After he snuggled in, there was a pause. Then he said, "Imagine that, a store owner who loves a Ma'am."

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Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor an outstanding special education student, school or agency.

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The Steven J. Apter Award is presented to an outstanding individual in the field of special education. Nominations will be accepted for individuals who have made significant contributions in such areas as research/scholarship, leadership, professional achievements, and commitment to youths with handicaps.

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The Everett Kelley Volunteerism Award is presented in recognition of the spirit of volunteerism. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education.

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Biographical Sketch (student):
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Program Goals (student/school/agency):
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Attach two letters from educators or professional affiliates to illustrate merit and/or program commitment.

Send nominations to:
Susan Schleef, 7541 Chestnut Ridge Road, Lockport, NY 14094

29th ANNUAL ANYSEED CONFERENCE
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BE SURE TO SEND:

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- ________ Two copies of a 500-word summary to be used in the BRIEFS column in the ANYSEED publication, *Perceptions*. Summaries should be presented in a format conducive to being reprinted in a journal. ANYSEED reserves the right to edit articles. Submission of this form constitutes permission to reprint this summary in *Perceptions* and/or other ANYSEED publications.
- ________ Three (3) self-addressed, stamped envelopes.
- ________ One 3x5 card for each participant. Each card should include the participant's name, title, school/program, home address, home phone number, work address and work phone number. Also, please include any other biographical information to be included in the conference brochure. Limit 4 presenters.

RETURN TO: Lynn Altamuro
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PLEASE CIRCLE THE DAY AND TIME THAT YOU PREFER TO PRESENT:

March 25th - AM or PM
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____

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____

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Submission Deadline:
December 15th, 1993

CONFERENCE REGISTRATION FEE WILL BE WAIVED FOR WORKSHOP PRESENTERS*

Preferred duration of presentation:
___60 Minutes _____90 Minutes _____ 180 Minutes
Limited registration: ____ No ____ Yes ____ people
Contact one week prior to conference with preregistration numbers: ____No ____ Yes

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- ________ Emotionally Disturbed
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The ANYSEED Professional Development Division, in conjunction with the 29th Annual Conference Committee and the Institute for Staff Development in Education at SUNY, New Paltz, is pleased to announce the establishment of a three-hour graduate course associated with the 29th Annual ANYSEED Conference, March 24, 25, 26, and 27, 1994.

Course: 39593,
Contemporary Issues and Problems in Working with Emotionally Disturbed Children

Description: Issues and problems related to working with emotionally disturbed children, as identified in the conference sessions, will be considered. In-depth analysis of the major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required.

Among the general course requirements are:

1.) Attend the full 29th Annual ANYSEED Conference.
2.) Attend class sessions scheduled for March 24, at 7:30 pm, and March 27, 1994, at 9:00 am.
3.) Summarize and analyze each of the workshops attended.
4.) Propose an independent project that applies information acquired from the conference sessions.
5.) Be available for individual consultations with the course instructors with respect to the proposed independent project.
6.) Implement and evaluate the independent project.
7.) Submit written report by July 15, 1994.

Detailed guidelines for course requirements will be distributed in the first class meeting.

Registration Deadline: February 26, 1994

Fees: $360.00, in addition to the conference fee. Make money order payable to ANYSEED, and mail to: Ms. Claudia Petersen, ANYSEED Professional Development Division, P.O. Box 247, Glenwood, NY 14069.

Registration Information: When sending the fees ($360.00 and conference fee), please enclose the following information: Name, Address, Home Telephone, Work Telephone, and Present Work Position.

ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS.

REMEMBER TO FORWARD COURSE REGISTRATION AND CONFERENCE REGISTRATION FEES AND REGISTRATION FORMS FOR EACH.

ALL FEES MAY BE COMBINED INTO ONE MONEY ORDER.

The Executive Board of ANYSEED encourages early registration for the above course to avoid being closed out. This course is intended for persons willing to assume responsibility for independent study work and who have demonstrated competencies in this area.

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The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

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Volume 28, Number 1

FALL 1993

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

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Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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FROM THE EDITOR

The Winter/Spring issue of *Perceptions* brings three articles of interest for practitioners, offering thoughts and strategies to enhance the lives of professionals and their students and families. Leonard E. Opdycke articulates the need for validation, follow through, and replication of programs and approaches that are successful in teaching/learning situations. He offers suggestions to help professionals actualize reform efforts in order to promote communication and carryover. Ramon Rocha and Cynthia Roth address one of the many issues involved in inclusion: the self-esteem of students with special needs as they are moved into regular classrooms. They provide ideas for teachers to consider in their inclusion practices. Thomas McIntyre and Karen Cowell-Stookey describe a home-based strategy for developing prosocial behaviors, delineating means whereby adolescents and adults work together with clear procedures and consequences. Consistent with the NYSED *Compact For Learning*, the need to involve a variety of stakeholders in the education process is evidenced in these articles; special educators, like others, no longer operate in isolation, but are recognized as part of a larger educational community.

We want to welcome Frank Cutolo, Kingston City School high school special educator and adjunct graduate instructor at SUNY, New Paltz, as Associate Editor, along with continuing Associate Editor, Michael Frazier, superintendent of Rhinecliff Union Free School District. With Contributing Editor, Myrna Calabrese, SETRC trainer and SUNY adjunct, the editorial staff of *Perceptions* reflects classroom, administrative, staff development, and college teaching levels of interest.

We look to continuing to broaden the base of *Perceptions* participants. If you have ideas for (or wish to author) a regular or occasional column, please send your idea to us. We want the journal truly to reflect the vitality of its audience, and we appreciate your assistance.

Lynn VanEseltine Sarda

MESSAGE FROM THE PRESIDENT

by Ed Kelley

Already, the Executive Board is working hard to bring you a blockbuster conference in 1995. This will be our 30th Anniversary Conference and will be held March 23-26th at the Rochester Thruway Marriott Hotel. Plan now to present a workshop or to attend. A call for papers submission form is within this issue. Presenters have their registration fee waived. Our confirmed keynoter line-up includes the best in the nation. Our theme for the 1995 conference is, "VIOLENCE REDUCTION." Watch coming issues of *Perceptions* for additional information including costs.

ANYSEED's mission has always been training. This was true at our first conference, held in 1965, and continues to be our emphasis today. To achieve our mission, ANYSEED uses two primary vehicles: our annual conference and our journal, *Perceptions*.

It is expensive to organize a conference, and even more costly to produce a quality journal. Yet, our $30 annual membership dues remain very low for a professional organization. How do we accomplish both tasks with such a low fee? Good question! To answer the above question, you must understand that all officers are volunteers. We have no paid employees, We utilize the talent of our volunteers to the fullest extent possible and would be interested in any talent you might put on loan to us. **Beyond this, however, we rely heavily on members to pay their dues in a timely fashion**. Publishers, for some reason, won't donate press time to us, nor will other vendors. We must pay up front.

Our membership year runs from April 1st through March 31st of the following year (from conference to conference). Persons paying a registration to attend the annual conference become members in the process. If you didn't attend the annual conference in 1994, your membership lapsed at the end of March and it is time for you to clip the form within *Perceptions* to renew. Your dollars and involvement are critical to ANYSEED's continued operations. Join today while you're thinking of it.

Annually, ANYSEED's Executive Board selects a list of officers to put before the membership for voting purposes. If you are a member of ANYSEED, you should exercise your right to vote on these candidates or to write in a candidate of your choice.

THE 29TH ANNUAL ANYSEED CONFERENCE

THE STRENGTH AND LONGEVITY OF AN ORGANIZATION IS BASED ON THE UNSELFISH EFFORTS OF ITS MEMBERS, THEIR ABILITY TO ATTRACT OTHERS TO THEIR CAUSE AND THEIR CONTINUAL COMMITMENT TO SUCCEED.

THE 29TH ANNUAL ANYSEED CONFERENCE HELD IN UTICA WAS BY ALL STANDARDS A RESOUNDING SUCCESS. ANYSEED'S SUCCESS CAN BE ATTRIBUTED TO A CONSORTIUM EFFORT AND SUPPORT AS EXHIBITED BY THE EXECUTIVE COMMITTEE, VARIOUS STATEWIDE ORGANIZATIONS, CONFERENCE KEYNOTERS AND WORKSHOP PRESENTERS, AND LAST, BUT NOT LEAST, ALL THOSE WHO ATTENDED.

ON BEHALF OF ANYSEED, WE THANK YOU....AND HOPE TO SEE YOU IN ROCHESTER IN 1995.

RUSS DALIA
CONFERENCE CO-CHAIRPERSON

CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a Special Education Training and Resource Center (SETRC) trainer with Ulster County Board of Cooperative Educational Services. She has been working in the field of special education for many years. Her column, Current Issues in Special Education, appears as a regular part of Perceptions.

The Provision of Educationally Related Support Services by L.E.A.

Educationally Related Support Services (ERSS) can be viewed as an intervention strategy to assist elementary and secondary students who have not been classified as having a disability, but who are experiencing emotional, social, and/or academic difficulties. ERSS is also a prevention strategy in that it strives to resolve the student's problem before it escalates to the degree that a referral to the Committee on Special Education becomes necessary.

ERSS are counseling services (that do not include career counseling) provided or overseen by a school psychologist, social worker, or guidance counselor, and are designed to improve the student's ability to function in the school setting. The service may be direct or in the form of consultation and may take the following forms: individual or group counseling or tutoring; parent/school/agency personnel consulting and school personnel counseling.

The following behaviors may indicate a need for ERSS intervention:

School Behavior Difficulties:
- recent behaviors "unlike" the student's "typical" functioning;
- recent disruptions in class/ lunchroom/ playground, etc.;
- fear of school; unusual anxiety or phobic reactions;
- beginning truancy, tardiness, or cutting classes;
- unusual negative attitude toward school;
- recent resistance to school rules;
- distraction, daydreaming;
- frequent suspension without long term behavioral difficulties.

Personality Difficulties:
- recent depression;
- age inappropriate behavior;
- recent isolation and withdrawal;
- a recent negative change in self-perception or self-esteem;
- persistence of psychosomatic complaints.

Social Difficulties:
- recent increase in peer conflict or poor peer relationships;
- recent conflicts with authority;
- recent increase in physical and/or verbal aggressiveness.

Educational Difficulties:
- recent lack of interest in work;
- inconsistent and erratic academic performance;
- recent drop in grades;
- recent inability to concentrate;
- recent unwillingness or inability to finish work;
- alienation from the classroom/school culture.

If eligible, the student must be provided with ERSS on a regular basis, but cannot exceed 15 hours in any 10 week period, not to exceed 30 weeks or more than 45 hours. It should be established that the educational, behavioral, personality, or social difficulties are situational and resolvable within the time frame indicated above- which is considered short term intervention. Additionally, the student's placement in regular education must be maintained.

A request for ERSS may come from a parent (or person in parental relationship), a school administrator, a member of the instructional staff, or a student in her/his own behalf. The written request goes to the building principal who, in collaboration with the ERSS professional and the professional referring person, make a decision regarding the eligibility by the student.

For further information on the Educationally Related Support Services, contact your local SETRC.

PRESS RELEASE

30TH ANNIVERSARY ANYSEED CONFERENCE

5TH COLLABORATIVE CONFERENCE

THEME: VIOLENCE REDUCTION

MARCH 23-26, 1995

ROCHESTER THRUWAY MARRIOTT

ANYSEED's (Association of New York State Educators of the Emotionally Disturbed) **30th Anniversary Conference centering on the theme of Violence Reduction will be held March 23-26th, 1995** at the Rochester Thruway Marriott Hotel. Mark these dates on your calendar and plan now on attending. Joining us will be eight other collaborative organizations.

Speakers invited to speak at this conference include national experts in the field of aggression and violence. These are; Dr. Hil Walker - University of Oregon, Dr. William Morse - University of Michigan, Dr. Nicholas Long - American University, Dr. Larry Brendtro - Augustana College, Dr. Allan Mendler - Author and speaker, Dr. Martin Henley - Westfield State College. Most of the above speakers have confirmed at this time.

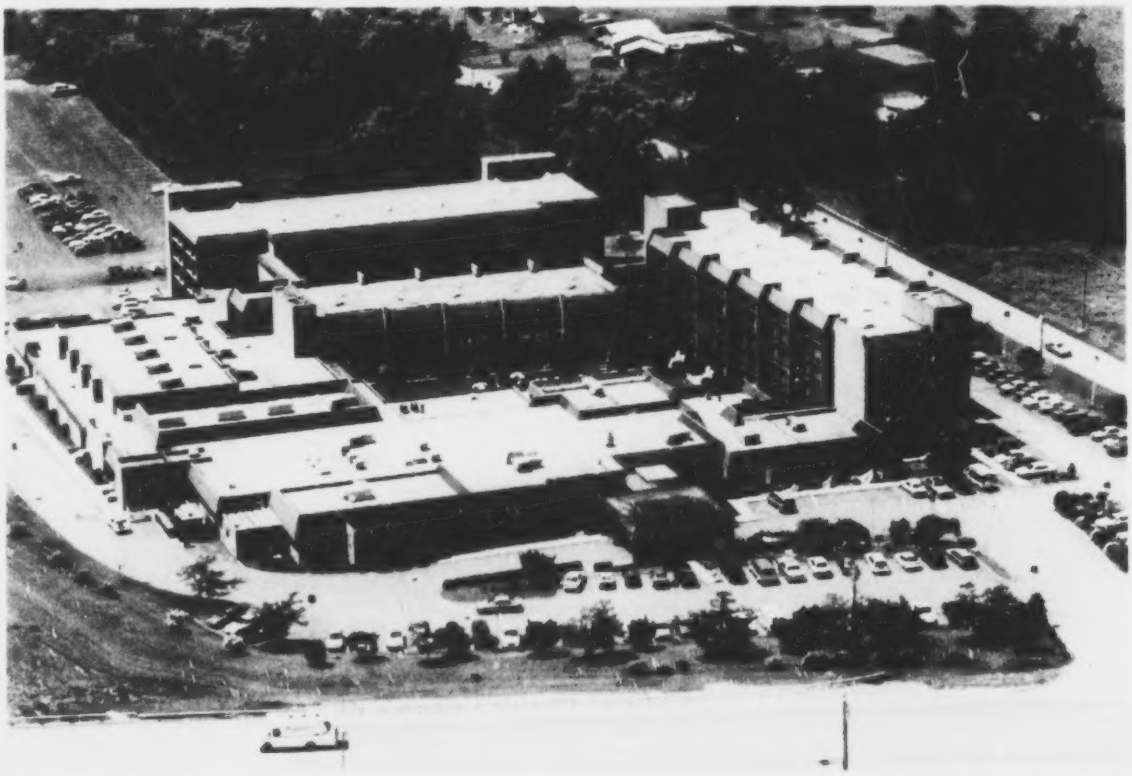
ANYSEED/SEALTA sponsored half and full day administrative seminars will be held featuring key-note speakers. These seminars will occur in addition to their general session address and will focus on violence in our schools. An administrative strand is planned to run concurrent with other workshops throughout the conference.

Approximately 60 workshop leaders from New York State and around the country will offer cutting edge techniques for dealing with emotionally disturbed/behaviorally disordered students.

Don't miss this major conference opportunity coming your way in March of 1995. **This conference coincides with the March Superintendent's Conference date.** This timing makes it possible to send teaching and administrative staff without substitute spending.

Earmark your Chapter I and 94-142 dollars for this Conference. Group rates will be available for groups of ten or more from a single agency or district ($80.). Groups of 50 or more will receive special group treatment by calling the number below. For information concerning this conference see our journal **PERCEPTIONS**, or call (607) 324-1525 or (607) 324-7058 during school hours. In the Rochester area contact Ed Kelley at (716) 889-3524.

DON'T MISS THIS MAJOR CONFERENCE ON VIOLENCE REDUCTION
MARCH 23-26th, 1995



ANYSEED

announces it's

30th ANNIVERSARY CONFERENCE
March 23rd through 26th, 1995

at the

Rochester Thruway Marriott

SAVE THESE DATES!

5th Collaborative Conference.

30th ANYSEED ANNIVERSARY CONFERENCE

Rochester Thruway Marriott, Rochester, New York - March 23-26, 1995

-COLLABORATIVE CALL FOR PAPERS SUBMISSION FORM-

WANTED: Presentations by teachers, university professors, administrators, trainers, researchers, psychologists, social agencies, child care workers, and other persons involved with programs for emotionally disturbed students.

BE SURE TO SEND:

___ Two Completed Call For Papers Forms

___ Two copies of workshop description (100-150 words) to be included in Conference program brochure. Include FULL TITLE, PARTICIPANTS NAMES and TITLES and SCHOOL or PROGRAM.

___ One 500 word summary formatted in a manner conducive for printing within ANYSEED's journal PERCEPTIONS. We reserve the right to edit articles printed in this journal. Submission of this form constitutes permission to reprint this summary in PERCEPTIONS and/or other ANYSEED publications.

___ Four (4) self-addressed, stamped envelopes.

___ One 3x5 card for each participant. Each card should include participant's name, title, school/program, home address, home phone number, work address and phone number and any other biographical information to be included in the Conference program. **Limit 4 presenters.**

RETURN TO:

Hildreth Rose
7012 Laine Road
Hornell, New York 14843

PLEASE CIRCLE THE DAY AND TIME THAT YOU PREFER TO PRESENT:

March 23rd - AM or PM
March 24th - AM or PM
March 25th - AM or PM

Conference programming will be in several strand areas. We will make every effort to respect your preferences. If you are unable to present during a specific segment of the conference, please note that here: ______________________

WORKSHOP TITLE: ______________________

____

WORKSHOP PARTICIPANTS: Number ____

CONTACT PERSON: Name: ______________________

Address: ______________________

____

Zip: ________ Work Phone: ( ) ______________

Check if address above is: ___ Home ___ Work Address

Note: If school address, be sure to include school name.

SUBMISSION DEADLINE:
OCTOBER 21, 1994

CONFERENCE REGISTRATION FEE WAIVED
FOR WORKSHOP PRESENTERS

Preferred duration of presentation:

___ 60 Minutes ___ 90 Minutes

Limited Registration: __ NO __ YES __ People

Registration is Open - Plan on approximately 50-75

SPECIALTY AREA: Check the area(s) that pertain to your presentation:

___ Emotionally Disturbed/Behaviorally Disordered
___ Learning Disabled
___ ED/LD Blend
___ Administrative
___ Adolescent
___ Early Childhood
___ Curriculum Area
___ Preschool Aged
___ Computer Utilization
___ Public School Setting
___ Nonpublic School Setting
___ Inclusion
___ Transitional
___ Advocacy/Parents
___ Vocational Training
___ Affective Education
___ Elementary Aged
___ Other - Specify: ______________

**** ALL AUDIO-VISUAL EQUIPMENT MUST ** BE PROVIDED BY PRESENTERS OR ARRANGED AND PAID FOR IN ADVANCE THROUGH ANYSEED**

ANYSEED cannot supply any equipment. We will, however, provide information on rental of equipment from the hotel. You may order that equipment through **PRE-ORDERING AND PREPAYMENT ONLY.** WE provide this as a service to you and to avoid potential check-out problems you could encounter with the hotel.

**** DETAILS ON ORDERING AV EQUIPMENT ** WILL BE PROVIDED TO PRESENTERS.**

Please check any special room requirements:

___ Need Outlet ___ Need Blackboard/Chalk
___ Need Screen ___ Need Darkened Room
___ Need Special Seating Arrangements (Rooms are usually set theater style). Describe: ______________

____

* FULL CONFERENCE FEES WAIVED FOR PRESENTERS *

Any Special Session offered for a separate fee is NOT included in this waiver. Waiver applies to the conference registration fee only. Other costs are your responsibility.

WATCH YOUR MAIL FOR REGISTRATION INFORMATION

Be sure to return requested information forms in a timely manner. You must register for Conference even though the fee will be waived. We will have a gift for those who complete pre-conference forms.

- FOR CONFERENCE COMMITTEE USE ONLY -

Date Rec'd: _______ Date Comm. Rev. ________
Accepted: _______ Rejected: ____________
Confirmation/Rejection Letter Sent: __________
Reg. Letter: _______ Hotel Letter: __________

** DON'T BE LEFT OFF THE PROGRAM - ACCEPTANCE BASED ON SUBMISSION DATE - MAIL EARLY**

ANYSEED AWARDS

The ANYSEED Executive Board has established, over the years, four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Board's intent that members of ANYSEED nominate award recipients. In keeping with this ideal, we will publish, within each issue of *Perceptions,* information concerning the process you should follow to nominate an individual or program for award consideration. The specific awards are:

CONRAD HECHT MEMORIAL FUND. This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, school, or agency. Guidelines for funds use are flexible, as long as a student or students benefit. Funding will not exceed $500 annually. Awards average in the $250 range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by January 15th, with awards made by April 1st. Executive Board action is required. Recipient reporting within *Perceptions* or at an annual conference is also required.

STEVEN J. APTER LEADERSHIP AWARD. The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter, an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, or commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

EVERETT KELLEY VOLUNTEERISM AWARD. This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD. Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

Nominations must be typed, submitted by January 15th, and include relevant items below:
a) Name of ANYSEED member making nomination, including address, and business and personal telephone numbers.
b) Name of specific award to be considered.
c) **If Recognition Award:** Information must include achievements, historical background, complete name and address of recipient, organization worked for and address, biographical sketch of individual, narrative rationale of why recognition should be given. Your letter of nomination with above information should not exceed two pages. Attach two brief letters of endorsement from other educators or professional affiliates to illustrate merit and/or program commitment.
d) **If Hecht Mini-Grant Funds** - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages.

Send nominations by January 15 to: Janis Lindsay, 598 Concord Drive, Webster, New York 14580

COLLEGE COURSE INFORMATION

The ANYSEED Professional Development Division, in conjunction with the 30th Annual Conference Committee and the School Of Education at SUNY, New Paltz, is pleased to announce the establishment of a three hour graduate course associated with the 30th Annual ANYSEED Conference, March 23, 24, 25, and 26, 1995.

Course: 39593

Contemporary Issues and Problems in Working with Students with Emotional/Behavior Disorders

Description: Issues and problems related to working with students with emotional/behavior disorders, as identified in the conference sessions, will be considered. In-depth analysis of major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required.

Among the general course requirements are:

1.) Attend the full 30th Annual ANYSEED Conference.
2.) Attend class sessions scheduled for March 23, at 7:30pm, and March 26th, 1995, at 9:00am.
3.) Summarize and analyze each of the workshops attended.
4.) Propose an independent project that applies information acquired from the conference sessions.
5.) Be available for individual consultations with the course instructors with respect to the proposed independent project.
6.) Implement and evaluate the independent project.
7.) Submit written report by July 17th, 1995.

Detailed guidelines for course requirements will be distributed in the first class meeting.

ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS.

The Executive Board of ANYSEED encourages early registration for the above course to avoid being closed out. This course is intended for persons willing to assume responsibility for independent study work and who have demonstrated competencies in this area.

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PERCEPTIONS: Some Perceptions

by
Leonard E. Opdycke

Leonard E. Opdycke is currently an adjunct instructor in college writing at Marist College, Poughkeepsie, New York. During his 34 years in education, he has also taught and administered grades 4-secondary levels. He publisher of two magazines: *World War I Aero* and *Skyways*.

The stated purpose of *Perceptions* is, among other things, to aid the practitioner in the education of persons with emotional disturbance. The contents of the journal deal properly with this purpose, providing (in the Spring 1993 issue, for example) an article surveying eight studies of strategies for dealing with youngsters with disabilities; a set of student responses to the accusation of being troubled; and an article on helping troubled youngsters feel better and act with more confidence.

All these speak directly to the concerns of the Association and its members. Like most of the school reform proposals, they deal with teaching methods and classroom management (strategies of dealing with students); with the need for individual attention (student responses to being labelled); with the need for student support (helping students feel better about themselves). Missing in this issue, but present by implication in the article on studies of different strategies: curriculum change and development.

But also missing in this issue of *Perceptions*, as it is in most publications dealing with the improvement of our schools, is any mention of the broader obstacle standing between where we are and where we want to be. There are always questions of teacher training, program, methodology, classroom management, and our professionals are quick to offer solutions to these, or at least, suggestions as to their improvement. A larger question, though: in the face of clear successes in programming, teacher training, classroom and school management across the country, why is it that these successes are so seldom reproduced, or even continued, after the central figure retires or moves on or dies? Why do successful programs in working with the handicapped - or the very bright - or even with regular arithmetic and language classes - tend to last only as long as the innovator stays, or perhaps the administrator responsible? There are wildly successful schools, programs in every direction, classrooms, all over the country; why don't they reproduce and spread? And why don't they survive the changes that are integral to any organization formed of growing, changing people? Why do we need further research in these various fields when we already have schools and classrooms which are working well with these very subjects?

We need to take a closer look at the resources we already have, in the way of boards and administration and staff and students. How can we help all of them to do better, to make the changes in their way of functioning, that will most benefit the clients we have chosen? We can safely assume that the great majority of all of these groups - boards, administrators, staff, and students of all kinds - are of at least pretty good will, if not always totally eager, and want to do well. But at the same time they do not want to be threatened with unreasonable requirements and frightening consequences. They don't want to be made to feel that their efforts up to now have been of no interest and in vain. In short, all these people need to feel needed and important - and useful. And this includes everybody, from board members to students (or perhaps from students to board members).

It is as if the continuation of these working programs depends almost entirely on the dedication and initiative of a single individual or small group of enthusiasts, rather than on the successful outcomes of the methods. Not everyone has the ability to invent a new program or approach, nor the strength to install it and continue it. But support for the program, especially after the initial excitement wears off, takes a lot of work from the other people involved, who have to spend time and effort to learn the new material, to give up some of their tried-and-true methods and years of success with them, to venture out with a new plan whose outcome may seem uncertain.

This is asking a lot of teachers and administrators who are already burdened; it is even asking a lot for students to consider a new approach to something they have studied previously in a different way. Innovators need to consider carefully the obstacles to making the hoped-for changes, and not simply assume that all teachers are professionals and will therefore jump at anything that promises better education for the students.

We need to consider also how to make undertaking the new program a worthwhile endeavor for the teacher or the administrator or the student. Someone has to watch its progress, and become the supporter of the teacher or the administrator ("How can I help you at this point? What more do you need to make it go? Is it working as well as we'd hoped? Why? Why not?"). This is the role of the supervisor, at whatever level: the teacher, for the student; the principal, for the teacher; the superintendent, for the principal; the school board, for the superintendent.

The pity is that, while we already know a lot about how and why people behave, singly and in groups and in organizations, we tend to overlook it when we get serious about changes and difficult situations. How many meetings (from boards to classrooms) consist of the leader telling the audience what and how to do? And maybe when, for good measure? How many meetings have taken into consideration the very real and present concerns of the audience: board members, administrative committee members, staff, students in class, maybe parents? We know that people reject aversive situations; for instance, they thrive where they see themselves needed; where they can serve a function which is recognized and appreciated; where they can accomplish something that not only they think is important, but which they know their supervisors think is important, too; where something has improved through their work, visibly and preferably not too slowly. We have a right to expect results from our efforts, and results at not too great a remove from our input. Letters and notes need to be answered; suggestions need to be responded to.

We cannot continue to impose on the dedicated and self-directed administrator or teacher or student. There is not an unlimited supply of these people, and it is futile to suppose we can trap them all into our schools, or anywhere, for that matter; or train up enough new ones to fill our schools. We have to arrange things so that even our moderately able and moderately motivated people will do better, will do well, and will be willing to undertake change. The elements of this arrangement are not mysterious.

In a given school or school district, for instance:

* Our people at every level have to be involved together in deciding what the problem is.

* The problem needs to be chosen from among the many problems which face all our schools and professional people.

* We need to choose it on the basis of what we can truly accomplish, and fairly quickly. School people need to see that changes can be made which don't involve ten years of waiting and studying. Some of these changes may not be the most important, but they would provide the sense of possibility so necessary for further changes to come.

* We need to choose it on the basis of what outcomes are clearly

visible, so there will be little or no debate as to whether we have actually succeeded or not. Outcomes in terms of behavior, rather than of teacher intuition.

* We need to choose it on the basis of how we can make it worthwhile for the people involved to perform it willingly. We cannot continue to co-opt those school people who are already taking on much more than their share of new work and responsibility for change: this is how burn-out happens.

* And we need to arrange the duties of the appropriate supervisors to work with the teachers and administrators responsible and provide assistance and encouragement as needed. The kind of passive support, so common in institutions, which says "Sounds like a great idea. Let me know how it comes out." - followed by months of neglect - is not helpful. Its message is clearly that the new work doesn't matter, at least to the administrator.

School people tend to spend a lot of their energies, especially these days, concerned with survival: of jobs, of programs, of the schools themselves, of their students. Some of what energy is left over tends to go to endless meetings about problems, and what is left after that is spent on curriculum design and teacher workshops. Too little is spent asking some of the questions noted above, so the new program, all shiny and organized, hits the road with little gas in its tank, and soon grinds to a stop. Progress depends on asking better questions more than finding better answers: the nature of the question determines the direction of the answer. If our schools are to grow, we have to start at the other end.

At least, after 35 years of teaching and administration, these are my perceptions and hopes.

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MEMBERSHIP!

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ANYSEED 1994 - 1995 BALLOT FOR OFFICERS

Directions:

1. Only current ANYSEED members may vote.
2. Please vote for each office indicated.
3. Please return to:

Lynn Sarda, OMB 212, SUNY
New Paltz, New York 12561

PRESIDENT: Russ Dalia

PRESIDENT-ELECT: Hildreth Rose
Other: (write-in) ____________________

TREASURER: Claudia Peterson
Other: (write-in) ____________________

SECRETARY: Maureen Ingalls
Other: (write-in) ____________________

MEMBERSHIP: Pamela Pendleton, Janis Lindsay
Other: (write-in) ____________________

Signature of
Voter/Member: ____________________

FOSTERING SELF-ESTEEM OF STUDENTS WITH SPECIAL NEEDS IN THE INCLUSIVE CLASSROOM

by

Ramon Rocha and Cynthia Roth

Dr. Ramon Rocha is Assistant to the Vice President of Student Services at SUNY, Geneseo. Cynthia Roth, M.S., works with the York Central School District, York, New York.

There is increasing evidence that the self-esteem of students greatly influences their personal and academic achievement (Rosen, 1991; Chapman, 1990). Although self-esteem is developed to a great extent prior to children entering school, there is much that teachers and other adult personnel can do to foster and nurture the development of self-esteem.

Some of the earliest issues related to self-esteem and students with special needs (disabled) go back to the early and mid-1960's when a series of studies were carried out that were generically known as the "self-derogation" studies (Meyerowitz). These studies sought to determine the effects on self-concept and self-esteem of students who were labelled as having special needs. These studies concentrated on mildly handicapped students who were placed on a full-time basis in special classes and/or special settings such as special schools.

What today is a movement towards classrooms of inclusion is a direct outcome of those early studies. While the research findings were not totally consistent, there emerged, nevertheless, a strong ground swell for removing individuals with mild handicaps from special classrooms and placing them into the "mainstream." This philosophy of "mainstreaming" the mildly handicapped has carried over to those students who are regarded as having more serious special needs, e.g., severely and profoundly disabled.

This article will discuss concerns related to the self-esteem of special needs students, including emotionally disturbed children, and offer strategies teachers can use which will foster self-esteem. Although the target population of this article will be special needs students who formerly received services in special settings (i.e., special classes and resource rooms), the principles of fostering self-esteem are applicable to non-special-needs students as well. Also, in a classroom of inclusion, it would be beneficial to use the same approaches and reinforcers for all students rather than singling out students with special needs by employing one method of self-esteem enhancement for them and another method for non-special-needs students.

In terms of an historical perspective, the delivery of services for students with special needs has been provided in a variety of settings, ranging from self-contained special education classrooms comprised solely of students with disabilities to the full inclusion classrooms comprised primarily of non-special-needs students with one or more special needs students. Two concerns which traditionally have been associated with these various placements have been related to: (a) best opportunities for learning, and (b) sense of well-being, i.e., self-concept and self-esteem of students.

Since the enactment of Public Law 94-142 (1975), the Education for All Handicapped Children Act, and its recent amendment IDEA (1990), there has been a move for placement of special needs students in the least restrictive environment (LRE). These types of placement considerations have been described by Hardman et al. (1993) as Education Service Options for Students Who Are Exceptional. Regardless of where a student with special needs is served, concern for how the individual views and values him/herself is of paramount importance.

Self-Esteem

There are many definitions of self-esteem. The authors have selected one cited by Cunningham (1989) because it captures the essence of many definitions and is applicable to special needs as well as non-special-needs students. Cunningham defines self-esteem as "... the extent to which you believe (or don't believe) that you are capable, successful, and worthy" (p. 3). It would be a gross overstatement to state that lowered self-esteem could be blamed for all of the academic and social problems that students exhibit. However, there is a correlation between how students feel about themselves and how they reflect their feelings in their daily lives. "Experts say low self-esteem may cause pupils to drop out of school and is at the root of many social problems including drug abuse, alcoholism, teen-age pregnancy and criminal behavior" (Rosen, 1991, p. 1).

Characteristics

The special needs population is very often heterogeneous. Individuals will demonstrate many social and academic characteristics which are similar to their non-special-needs peers. This comparison particularly applies to individuals who are described as "mildly" disabled. Increasingly, however, there are more students being placed in the regular classroom who demonstrate behaviors which may test the pedagogical skills of teachers as well as their tolerance. The combination of these two factors can, in turn, affect the attitude of teachers and peer students, resulting in a less than accepting classroom environment.

Some of the characteristics which at times are displayed by students who have been classified as learning disabled (LD), emotionally disturbed (ED), and mentally retarded (MR) can include:

- negative comments about self or academic tasks;
- negative reactions such as facial expressions, body language and groans;
- negative interaction with peers such as avoiding others or raucous behavior;
- constantly asking questions;
- never asking questions;
- setting unrealistic goals which guarantee failure and can't therefore be the student's fault;
- setting goals that are too easy and thus guarantee success;
- setting realistic goals but sabotaging them by turning in assignments late or studying too little (Ponzo et al.,1984, cited in Cunningham, 1989).

The above characteristics are commonly observed individually and collectively in students identified as emotionally disturbed.

These characteristics individually, and certainly collectively, test the patience and skills of teachers. Many of these behaviors result from the student's limited self-value. In fact, the student displaying some or all of these behaviors often feels insecure and threatened. These behaviors can often mask the fear they are experiencing.

Conversely, students with high self-esteem exhibit risk-taking characteristics, respond to challenges, seek out opportunities of leadership and emerge as leaders. Unfortunately, students with special needs seldom demonstrate high self-esteem. This may be a result of long-term patterns of academic failure, labeling, segregated placement, and/or limited opportunities to interact socially with non-special-needs peers.

Elovitz (1981) has written, "... handicapped students may believe they are different from or less capable than their classmates. They develop hidden handicaps of low self-esteem, poor self-image, little confidence, etc. Such a self-image may often be more handicapping than a more obvious physical or mental disability" (p. 48).

The success of including students with special needs in the regular education classroom rests primarily with the regular education teacher who may have, but most likely does not have, experience working with this special needs population. Ideally, there would be support services in the form of consultant teachers. The section which follows is designed to offer assistance to teachers who may lack training in serving special needs students. Also, the suggestions can be followed by the consultant teachers in helping their colleagues who lack their experience in serving students with disabilities.

It is emphasized, however, that self-esteem is critical to all students and, thus, the suggestions offered are applicable to all students. Also, for many non-special-needs students, this will be their first experience being with students who may exhibit learning and/or behavior control problems. They may react negatively or be threatened by some of the special needs students. Teachers should play a major role in helping the students to learn about each other's strengths, and should try to form a cohesive class. By employing self-esteem building techniques, all of the students will derive benefits.

Classroom Strategies

Reasoner (1982) listed the following classroom conditions as essential to the development of self-esteem:

- a sense of security;
- a sense of identity or a self-concept;
- a sense of belonging;
- a sense of purpose;
- a sense of personal competence (p. 3).

These conditions may be facilitated if teachers follow the suggestions offered:

1. Treat the ideas, feelings, and emotions of the students seriously. The enthusiasm which is spontaneous in students should be recognized and nurtured. The teacher who is critical, accepting, and a responsive listener provides immeasurable support to students who are experiencing normal development which is fraught with self-doubt, anxiety, and fears. Some students who demonstrate special needs may initially be distrusting of the teacher who is a willing and sincere listener. Many of these students have conditioned themselves to be distrustful of adults, even those who seek to help them. The teacher's efforts may be viewed with suspicion. This suspicion can be overcome with consistent and honest dialogue with the special needs students.

2. Establish reasonable expectations for the students. Grade and age level alone does not define academic ability, social maturity, or level of self-esteem. Some special students will set exceedingly high expectations they cannot meet, which then rationalizes their failure. Others may set very low expectations which they can exceed to guarantee success. Teachers should help students identify their abilities and provide them with guidance to choose realistic goals which will challenge but not overtax students' abilities.

3. Establish classroom rules/limits and enforce them fairly. Special needs students often believe and portray themselves as victims. They believe they are unfairly singled out by adults. Class rules, developed by teachers with student input, can help to promote responsibility and self-monitoring. Students will generally learn more, and have more respect for themselves, peers, teachers, and property, when rules are understood and enforced fairly. The rule-ordered classroom environment is conducive to learning and positive well-being. It is helpful to display classroom rules prominently and discuss them periodically so that students know what is expected of them.

4. Recognize and reward students for their efforts. Special needs students often want a great deal of recognition and reward. While it is unrealistic to reward students for every action they take, it is important to build in a system of rewards for honest efforts and accomplishment. The contributions and successes of students will not be of the same quantity or quality. Recognition in the form of verbal and/or written praise reinforces the self-worth of students and encourages them to try to accept themselves for who and what they are.

5. Use phrases that build self-esteem. All children and adults alike welcome recognition and praise. Many adults display pictures of their families, their diplomas, bowling trophies, and similar items which evidence accomplishment. In a similar manner, special needs students also need encouragement for what they have accomplished or are seeking to accomplish. Phrases which are self-esteem enhancing, such as "good job," "good effort," and similar positive comments, will serve to reinforce the student's sense of self-achievement. Teachers should be liberal in their praise while, at the same time, being sincere. Again, some special needs students may view praise with suspicion as they often are more accustomed to failure and criticism and little positive recognition.

6. Be a positive role model. Children emulate people they admire and respect. A classic example is the number of students who wear athletic clothing patterned after a professional player/team. Teachers who are caring, supportive, forgiving, provide a positive role model for students. Teachers should show their human feelings and emotions. Teaching is a profession, an "assumed role"; showing human feelings and emotions reflects the "you" or human element of the teacher. Role models provide students with a person they can trust and emulate. A disproportionate number of children who demonstrate low self-esteem are from dysfunctional families, have latch key responsibilities, or have few adult figures in their lives they can trust or model. The classroom teacher may be the significant person who can provide the support needed to cope in a complex environment.

Summary

The recommendations offered are vital for the development/enhancement of all students but, in particular, special needs (including emotionally disabled) students who generally don't have the self-worth and self-esteem of their peers. The move toward including special needs students in the regular classroom can serve to exacerbate this situation. Regular education teachers not trained to work with special needs populations can nevertheless be successful in working with these students if they are cognizant of the need to reassure these sometimes demanding students of their self-worth through acceptance, guidance, and nurturance.

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A HOME-BASED PLAN FOR DEVELOPING PROSOCIAL BEHAVIOR IN REBELLIOUS ADOLESCENTS

by

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Most parents are unfamiliar with basic principles of behavior management. When faced with severe non-compliance, irresponsibility, and anti-social behavior on the part of their increasingly alienated progeny, distraught adults may react in ways which range from harsh and punitive treatment to throwing up their arms in helpless defeat (McIntyre & Cowell, 1989). In fact, parental actions can often spark an escalation of rebellious behavior on the part of the youth, further tearing at the structure of the family unit (McIntyre & Cowell, 1989). Positive family interaction continues to deteriorate, moving along a pathological course of shame, guilt, frustration, and resentment.

The adolescent's rebellious behavior often spills over into the school, causing distress for the youth's teachers also. Pressured parents, who have a moral obligation to share responsibility with teachers for the progress of the child (Madaus, Kellaghan & Schwab, 1989), are likely to be receptive to new ideas. The teacher, with his/her understanding and knowledge of behavior management, is the most appropriate professional to assist parents (Clements & Alexander, 1974; Shea, 1978). However, in order to make the partnership work, parents must be provided with specific, concrete, and practical ideas which they feel comfortable implementing. Yet, when sought out for advice by parents, educational personnel often cannot offer an easily understood and implemented plan of action.

Home/school cooperative programs do exist; however, the primary focus of most of these management programs is the student's classroom behavior, which determines the amount of reinforcement received at home (Taylor, Cornwell & Riley, 1984). Most often, the reinforcement (e.g., money, privileges) is based on daily (Schumaker, Howell & Sherman, 1977; Trice, Parker, Furrow & Iwata, 1983) or weekly (Coleman, 1973) reports of school behavior, attendance, or grades. These programs typically do not address family interaction patterns or promote effective and positive parenting (McIntyre & Cowell, 1989).

When rebellious behavior occurs in both settings, a better option is to engage in a cooperative effort between home and school that promotes and reinforces prosocial behavior on the part of the youngster in both settings. A team effort has a better chance of derailing the negative process and promoting positive behavioral change in behaviorally disordered youth than those that are exclusively school-based (Gardner, 1974) or use home-based rewards for school behavior only (McIntyre & Cowell, 1989).

The Investment and Reward System (I.R.S.) was designed to extend beyond simply monitoring school performance to develop responsible behavior in the home setting and promote a healthier pattern of family interaction. It uses procedures already known to parents, making it more likely that they will understand, agree with, and implement the plan.

About the Program

The I.R.S. plan is an easy-to-learn-and-implement program organized in much the same way as a personal financial system: one works to earn a paycheck, deposits it in the bank, and writes checks on it and/or saves part of it for future use.

In the plan, the youth earns points for completed daily or weekly responsibilities that are entered into his/her "bankbook" at a short 5- to 15-minute daily meeting with one or more parents/guardians. To further motivate the youth, a longer weekly meeting includes "payday": a cash allowance based on the number of points earned in that week. At each of the meetings, to the greatest extent possible, the student must inform the parents of activities in which he/she wishes to engage during the following day. All privileges and activities must be earned. If the student has not earned enough points, requested activities are denied. The weekly meeting also involves other planned interactions described below.

History of the Program

The Investment and Reward System was developed by a teacher who was concerned about her adolescent sister's increasingly rebellious behavior at both school and home. This program was initially implemented in her family with such success in realigning family interaction patterns that many of the youth's friends asked their parents if they could also be placed on the program.

Program Effectiveness

A total of six families, comprised of 30 members (this included two step-parents and two half-siblings with whom one teenager spent weekends), were involved with the I.R.S. program. The adolescents of concern were five girls and one boy, aged 14 to 16 years. Surveys (N = 24) completed by the teenagers' family members (one child was not old enough to complete a survey or convey information to parents for questionnaire completion) described the youths' pre-program behavior with such terms as "incorrigible," "disrespectful," "bad," "mean," "a troublemaker," "delinquent," and "a black sheep." Specific problems included disrespect toward parents, failure to observe established limits, sibling rivalry, drug use, violence toward family members, running away from home, absenteeism from school, and failing grades.

The surveys of all parties (N = 30), including the adolescents of concern, indicated that the program was highly successful. On a five-point scale from 1 "not effective" to 5 "very effective", 20 of 24 family members rated the program a "5" (very effective). Three family members indicated the program "helped very much" (4), and one member reported that the program "helped quite a bit" (3). Five of the teenagers rated the program as "very effective" (5), while one adolescent scored the plan a "4" ("helped very much").

The program was eventually discontinued by all families when they felt that it was no longer necessary. According to surveys and interviews, expectations on the part of all parties had been met and incorporated to the extent that the program was no longer needed to prevent family conflict. The families agreed to only periodic meetings to assure continued compliance from all parties. As a side note, a guidance counselor at the local high school heard of this program, obtained information from the authors, and now recommends it to concerned parents of other pupils.

Some problems were evident, however. In every case, after initially working diligently to earn a large number of points, students "slacked off," spending points that had been saved without expending an effort to earn more. However, once their savings were depleted and privileges denied, more consistent levels of performance developed over the duration of the program. A second concern was expressed by the father of one family. He disliked not being able to deny earned privileges to his daughter (e.g., "hanging out" at the shopping mall, joining friends at a fast food restaurant after school) that conflicted with his concept of appropriate teenage socialization, but fell within the tolerance levels of the rest of the family. The majority opinion was adopted.

When asked, "What was the worst part of the program?", sixteen family members stated that it was the monitoring and recording of earned/spent points. No other problem was identified more than once. There was one "no response." For the students, monitoring and recording of points was also the most reported problem (N=3), with parental refusal to grant new desired privileges at reasonable point totals receiving two votes. One student did not respond to this question.

Implementing the I.R.S. Plan

Steps for initiating the I.R.S. plan are described below. Variations on the procedures presented herein may be necessary to better suit a particular family situation.

Obtain Materials. The first step in preparation for undertaking the program is to obtain checkbooks (complete with checks), deposit slips, and transaction record sheets. These are usually available free-of-charge from local banks.

Arrange a Family Meeting. The family should set a time to meet together in their home. At the first meeting, a familiar adult, believed to be fair and impartial by both the parents and the youth, serves as a facilitator. This person might be a relative, neighbor, educator, or anyone who can be neutral in his/her position as leader/referee. If a third party is not available, the most objective parent or elder sibling should lead the meeting.

The facilitator might initially state that the family loves the adolescent and wishes to assist him/her and themselves in interacting in a more positive way. The facilitator then provides a basic overview of the plan: the youth earns points by completing designated tasks around the house and in school. He/she may then "spend" these points to partake of desired privileges and activities. Short daily meetings are held between the youth and at least one parent (or elder sibling) where completed duties and daily earned point totals are verified, and activity points subtracted. The youth's requested privileges and activities for the next day are also discussed. When the explanation is complete, the parents are asked to list the daily and weekly responsibilities they wish to have their child accomplish (e.g., vacuum rugs, clean the bedroom, go to church, pass English class). At the same time, the youth lists the activities in which he/she wishes to partake (e.g., use of the car, staying overnight at a friend's house, going to the mall). After the lists have been completed, point values for the duties and privileges are negotiated between parents and adolescent with guidance from the facilitator. Points are also given for attendance at nightly and weekly meetings. From this bargaining and compromising, a list of responsibilities credits (Figure 1) and a list of privilege prices (Figure 2) are developed. Penalty points might also be assessed for rude comments toward family members or missing daily meetings.

As mentioned previously, the youth's allowance can also be determined by his/her behavioral performance, making him/her responsible for paying the price of earned privileges. The amount of the allowance is determined by assigning a certain monetary value to each point earned (e.g., five cents per point). At the end of this meeting (and each future weekly meeting), daily meeting times are set. Materials are then distributed to the student. At each future weekly meeting (at which all family members are required to be present), a designated topic of discussion will open or end the session (Figure 3). Each member of the family, in turn, briefly speaks to the weekly topic. Each weekly meeting is also "payday." The total points earned that week are tabulated and translated into an equivalent cash allowance.

Start the Program. After the initial meeting, the youth enters the predetermined number of points for participation in that gathering into his/her deposit record (Figure 4). Subsequently, points earned for completion of home duties also are entered. Parents should be informed of these completed tasks via verbal reports or written notes left in a designated area (e.g., the refrigerator door, on top of the television), so that they may verify successful completion. The parents and the youth record "debits" and "credits" on their respective deposit record sheets (Figure 5). Youth and parent totals are compared at each daily meting. Points for positive school behavior and achievement are not entered until verified by notes or phone calls from teachers. Consistent follow-through between the home and school, upon which the success of cooperative programs depends (Susser, 1974), is assured.

The student may write checks on the earned points (Figure 6) at any meeting, although he/she may never "overdraw" his/her account. No "loans" are allowed, even during the first week of the program. During the first month, the program should be evaluated and revised weekly to insure fairness for all parties and "close the loopholes."

Summary

The I.R.S. plan is a systematically structured program designed for youth who display non-compliant, irresponsible, or disrespectful behavior at home, school, or both. The program provides teachers, social workers, and guidance counselors with an option to offer parents who express concern about their child's home and/or school behavior. This unique plan teaches responsibility (and the principles of personal finance) while increasing other prosocial behavior and improving family interaction. It has thus far been successful with several youth according to reports from these youngsters, their siblings, and parents.

The I.R.S. plan appears to produce a number of benefits. Parents feel that it provides them with a greater degree of empowerment in influencing their progeny's development. Survey comments indicate that the program promotes responsible behavior in non-compliant teenagers while allowing them to experience a sense of developing independence. The youth of concern enjoy receiving recognition for their efforts and accomplishments. All parties enjoy the end of arguing and feelings of distrust. A renewed sense of family and camaraderie develops.

Educators recommending this program stand to gain also. An effective cooperative behavior management program can result in the presence of a re-motivated, well-mannered student sitting in the classroom.

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FIGURE 1. Point Values For Weekly Responsibilities

Weekly Responsibilities

Making bed (daily)	2 pts	Take laundry to basement	5 pts
Vacuum room (weekly)	5 pts	Respectful of family members	5 pts
Dust room (w)	5 pts	Clean bathroom (w)	5 pts
Change sheets (w)	5 pts	Closing windows (d)	1 pt
Remove dishes from room (d)	2 pts	Turning out unused lights (d)	1 pt

Extra Credit Responsibilities

(All positive points)

A on a paper or test	20 pts.	Participation in a family activity (camping, movie, picnic, etc.) (per event)	10 pts.
B on a paper or test	15 pts.	Daily Family Conference	1 pt
C on a paper or test	10 pts.	Do dishes (d)	1 pt
A on report card	100 pts.	Laundry (per load)	5 pts.
B on report card	50 pts.	Dust living room	3 pts.
C on report card	25 pts.	Vacuum	5 pts.
One week perfect school attendance	10 pts.	Read a "parent-approved" book	10 pts.
Being involved in an extracurricular activity (school, church, community) (per week)	5 pts.		

(Negatives only)

D on report card	− 50 pts.
F on report card	− 100 pts.
On phone after 10:00 P.M.	− 5 pts.

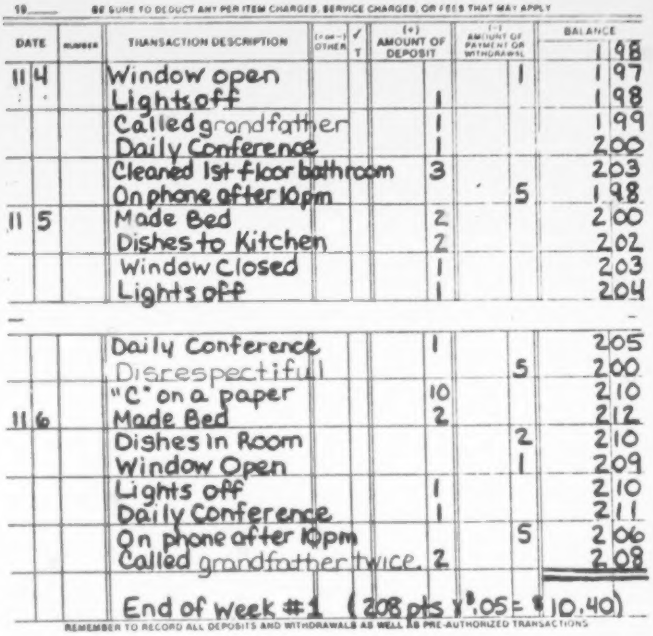
FIGURE 2. Privilege Prices

Have boyfriend over for a visit	10 pts
Go to visit boyfriend (per visit)	20 pts
Date with boyfriend	30 pts
Stay overnight at a friend's	25 pts
Have an overnight guest	15 pts
Go to a ball game	20 pts
Go to McDonald's after school	5 pts
Go to a movie with friends	15 pts
Go out with friends (for soda or similar brief activity)	15 pts
Go shopping	15 pts
Go to a rock concert	300 pts

FIGURE 3. Family Conference Topics

I know something good about you and it is ____________
If I could change something about you it would be ____________
The nice thing about you is ____________
What can I do to help your self-esteem?
What I like most about you is ____________
What I see you going through now is ____________
What means the most to me in our relationship js ____________
"Trigger words" you use that irritate me are ____________
What are your emotional needs concerning me?
I thought I knew everything about you until ____________
What would you like to see changed in our family?
What can I do to help meet your ego needs?
This is the way I feel about sharing the responsibilities of being a family member ____________
I perceive our relationship to each other as ____________
The kind of family life I want is ____________
My view of myself physically is ____________
Some inner resources I would like to develop are ____________
What are some areas we can rediscover as points of sharing?
How am I doing at recognizing, supporting, and sharing in your feelings and ideas?
How am I doing at listening to what you have to say?
A recent thing you did that pleased me was ____________

FIGURE 4.

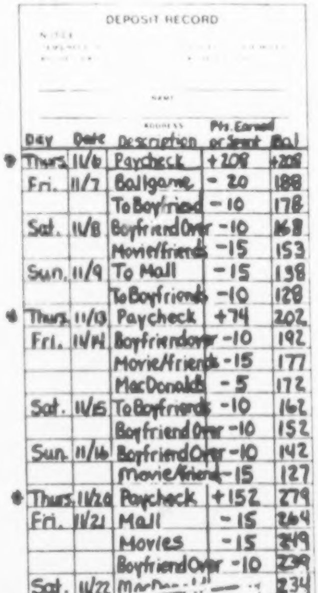


19____ BE SURE TO DEDUCT ANY PER ITEM CHARGES, SERVICE CHARGES, OR FEES THAT MAY APPLY

DATE		NUMBER	TRANSACTION DESCRIPTION	(+ or −) OTHER	✓ T	(+) AMOUNT OF DEPOSIT	(−) AMOUNT OF PAYMENT OR WITHDRAWAL	BALANCE
								198
11	4		Window open				1	197
			Lights off			1		198
			Called grandfather			1		199
			Daily Conference			1		200
			Cleaned 1st floor bathroom			3		203
			On phone after 10pm				5	198
11	5		Made Bed			2		200
			Dishes to Kitchen			2		202
			Window Closed			1		203
			Lights off			1		204
			Daily Conference			1		205
			Disrespectiful				5	200
			"C" on a paper			10		210
11	6		Made Bed			2		212
			Dishes In Room				2	210
			Window Open				1	209
			Lights off			1		210
			Daily Conference			1		211
			On phone after 10pm				5	206
			Called grandfather twice.			2		208
			End of Week #1 (208 pts x $.05 = $10.40)					

REMEMBER TO RECORD ALL DEPOSITS AND WITHDRAWALS AS WELL AS PRE-AUTHORIZED TRANSACTIONS

FIGURE 5.



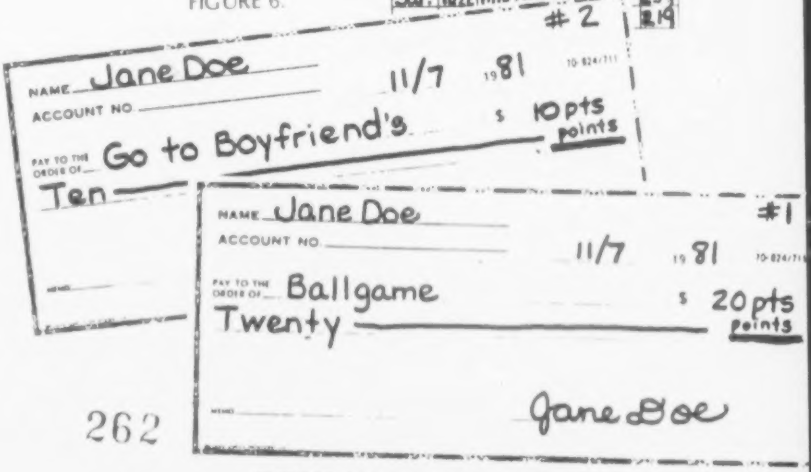
DEPOSIT RECORD

NAME

ADDRESS

Day	Date	Description	Pts. Earned or Spent	Bal
Thurs.	11/6	Paycheck	+208	+208
Fri.	11/7	Ballgame	− 20	188
		To Boyfriend	− 10	178
Sat.	11/8	Boyfriend Over	−10	168
		Movie/friends	−15	153
Sun.	11/9	To Mall	−15	138
		To Boyfriends	−10	128
Thurs.	11/13	Paycheck	+74	202
Fri.	11/14	Boyfriend over	−10	192
		Movie/friends	−15	177
		MacDonalds	− 5	172
Sat.	11/15	To Boyfriends	−10	162
		Boyfriend Over	−10	152
Sun.	11/16	Boyfriend Over	−10	142
		movie/friend	−15	127
Thurs.	11/20	Paycheck	+152	279
Fri.	11/21	Mall	−15	264
		Movies	−15	249
		Boyfriend Over	−10	239
Sat.	11/22	MacDon		234
				219

FIGURE 6.



#2

NAME Jane Doe

11/7 19 81

10-824/711

ACCOUNT NO

$ 10pts points

PAY TO THE ORDER OF Go to Boyfriend's

Ten

MEMO

#1

NAME Jane Doe

ACCOUNT NO

11/7 19 81

10-824/711

PAY TO THE ORDER OF Ballgame

$ 20pts points

Twenty

MEMO

Jane Doe

BEST COPY AVAILABLE

CALLING FOR STORIES

In a future issue of *Perceptions*, the editors would like to focus on STORIES. The intensity and value that a person's stories may have is evidenced in Robert Coles' book, *The Call of Stories.* We hope to compile a collection of stories from professionals, parents, students, and children that capture important experiences in people's growth. If you have a story (how you entered the profession), or a meaningful, sustaining experience in your worklife, or how you have learned to deal with the stress, demands, and joys of being with individuals with emotional disturbances, please submit it to us for consideration. If you have a student's writings or artwork with which you are both pleased, just obtain a release and send them to us for review. If you are publishing collections of writings in your school or agency, perhaps you would submit an article describing that process. Submission results in careful consideration of the document, but not necessarily in publication. Join with us in celebrating STORIES.

Please send submissions to: Lynn Sarda, Editor, Perceptions, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561. Thank you.

OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information to be reviewed for publication for ANYSEED members who wish to visit:

Name of School/Agency:
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Best Time to Call:
Programs to be Viewed:

Please be aware that any such recommendation should have prior approval of your school/agency administrator.

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Letters published in *Perceptions* do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its pubication. Considerations include space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of *Perceptions*.

Letters should be sent to:
Lynn Sarda, Editor, Perceptions
Old Main Bldg., Room 212
State University of New York
New Paltz, New York 12561

DEADLINE

The Rochester Chapter officers are desperately seeking members for officer positions. The current officers' terms have expired and we are seeking enthusiastic members to fill the following positions: President, Vice-President, Treasurer, and Secretary.

If interested in any of these positions, please contact any of the following people by June 30, 1994. If we are unable to fill these positions by June 30, the Rochester Chapter will be forced to fold.

Ingrid Quinn	**(716) 342-8683**
Kriste Grocki	**(716) 381-2602**
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ITEM OF INTEREST FROM OUR READERS!

One of our readers asked that we initiate a list of teachers whose students would enjoy being pen pals. So, if you are currently teaching a group of students and would like to set up a pen pal letter exchange with another class, please let us know. Remember to get administrative approval before furnishing us with the following information to be printed in *Perceptions*:

PEN PAL REQUEST:

I would like my class to become involved in a pen pal letter exchange. I would like *Perceptions* to print the following information:

School Name/Address:
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Grade/Subject:

I have obtained administrative approval for the above information to be listed in *Perceptions*.

Signature Date

Return the completed form to Lynn Sarda, Editor, *Perceptions*, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561.

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IS ANYSEED FOR ME?

Thirty years ago, a group of educators from around the State of New York worried about the trends they were seeing in the education of students with severe behavior management needs. At that time, 94-142 hadn't been enacted and New York State didn't have programs to meet the needs of this population. Most of these students were, in fact, provided for in residential treatment centers. The only area of special education certification available in New York State was for teachers of the mentally retarded and physically handicapped.

It was in those early special education years ('64 & '65) that a small core of individuals decided to form a professional organization especially designed to meet the training needs of individuals working with the emotionally disturbed. They went through the process of having this organization chartered by the New York State Board of Regents and declared as a non-profit organization by New York State and the Federal government.

The steering committee of this new association, called the Association of New York State Educators of the Emotionally Disturbed (ANYSEED), decided to hold annual conferences as a vehicle to allow practitioners to discuss new ideas and/or methodologies. From the beginning, they strove to include the best speakers available in the field of behavioral disorders.

The above is well known by those who have been involved with the organization for years; however, it is re-stated here for the benefit of those who are relatively new in their knowledge of ANYSEED. The strength and vitality of any organization is the blend of new with the old. We need both kinds of members.

The banner for this article says, "**IS ANYSEED FOR ME**?" We think it is! In fact, we believe you would be hard pressed to find a professional organization which can do more for you for our annual membership cost of only $30. Membership runs from April 1st annually through the following year's conference in March. It includes:

a) Reduced rate registration at annual conferences which rival any conference in the country in terms of workshop timeliness, quality, and caliber of keynote presenters;
b) Annual issues of our ERIC-indexed journal, *Perceptions*, a Journal for Practitioners;
c) Legislative and special issue positions on issues which affect our profession;
d) Organizational support through regionalized local ANYSEED chapters and mini-conferences;
e) Membership in New York State's largest organization of teachers serving behaviorally disordered children and youth;
f) A tax deduction on New York State and Federal income tax returns.

It is important for you to know that ANYSEED is non-profit, and that our officers are elected by our membership as volunteers. ANYSEED has no employees and utilizes all revenue for the purposes of training.

If you attended the 1994 Conference, and paid a registration fee for attendance, you are now a member. If you didn't attend, or were a presenter, you are not a member but are receiving this issue of *Perceptions* as your last issue. We hope you will become a member and will help us to actualize our potential as an organization through your involvement.

By sending your membership application and $30.00 remittance, you are helping to continue our existence and continued viability. Clip the ANYSEED application in this issue and forward it to the address shown.

NOTICE – NOTICE – NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

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The advertising rate schedule is as follows:

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Perceptions

Volume 28, Number 2
Winter/Spring 1994

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

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Volume 29, Number 1

Fall, 1994

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

POSSIBILITIES FOR PROFESSIONAL GROWTH

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VIOLENCE REDUCTION

March 23rd through 26th, 1995

ANYSEED'S 30TH ANNUAL CONFERENCE

Rochester Thruway Marriott

Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

title of article
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Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

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Perceptions

A Publication of the ANYSEED

A Journal For Practitioners

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POSSIBILITIES FOR PROFESSIONAL GROWTH

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FROM THE EDITOR

The Autumn issue of *Perceptions* brings you information regarding the ANYSEED 30th Annual Conference, "Violence Reduction," to be held this year in Rochester. You will find the conference registration form, the hotel registration form, college course information, and a brief description of conference plans. Your Winter *Perceptions* issue will feature the conference program, with general session and workshop descriptions, the conference schedule, and other pertinent details. Celebrating many years of ANYSEED's work, this conference promises to bring together some of the very best thinkers and doers in the field of education of individuals with emotional disturbances. What an opportunity for professional growth! Don't miss this conference!

In her column, Current Issues in Special Education, Myrna Calabrese presents information on Least Restrictive Environment Implementation. During this period of heightened discussion about LRE and inclusion, many educators are seeking strategies, practices, and procedures that assure appropriate education for diverse student populations and needs. Such a time of change requires not only reflective analysis, but forward thinking as well. As is typical of change periods, positive growth may eventually result. To assist in this process, there are many professional growth opportunities available to educators: inservice sessions, focus groups, conferences, and collegial gatherings. Check with your SETRCs, BOCES, teacher centers, SED field team members, colleges and universities, and professional organizations to discover what is available in your area.

Robert J. Michael, longtime ANYSEED member and special educator, shares some information about epilepsy and individuals with behavior disorders in his *Perceptions* article. One aspect of special education is the constantly changing information base about various conditions, treatments, educational strategies, and prognoses. Epilepsy is a prime example of a state that is still frequently misunderstood and misconceived, reflecting the great needs of educators to keep themselves professionally updated with accurate information and appropriate responses and strategies. Our appreciation to Dr. Michael for his sensitive look at this area.

There are endless possibilities for professional growth. A final one to be noted here is that of writing. This issue of *Perceptions* contains a piece by three teachers who received an ANYSEED mini-grant for a social skills program. When they had finished their skills training with students, the three described their experiences for *Perceptions* readers. Such writing not only allows for a sharing of ideas, but it can also produce a feeling of professional growth for the authors. We encourage you also to consider writing for the ANYSEED journal. Your work with technology, distance learning, crisis intervention, whole language, integrated curriculum, inclusion, and other dynamic areas may be of great interest to others. Consider submitting a piece of professional writing to *Perceptions*, for your own professional growth and that of your colleagues.

Lynn VanEseltine Sarda

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CURRENT ISSUES IN SPECIAL EDUCATION

by

MYRNA CALABRESE

Myrna Calabrese is currently Assistant Director of the Mid-Hudson Teacher Center, a professional development agency that is part of the statewide teacher center network of 188 centers. Ms. Calabrese has served as a SETRC trainer for many years, as well as a classroom practitioner and college adjunct in the field of special education.

LEAST RESTRICTIVE ENVIRONMENT IMPLEMENTATION

An Update on the Approved Policy Paper

In a previous issue of *Perceptions*, I outlined a draft of the Least Restrictive Environment Policy Paper. In May of this year, it was approved by the Board of Regents in its final revised form and is compatible with the least restrictive environment requirements of both Federal and State law and regulations. It is also consistent with the principles and objectives of New York State's "A New Compact for Learning."

New York's definition of least restrictive environment states that "placements of students with disabilities in special classes, separate schools and other removal from the regular education environment occurs only when the nature of the severity of the disability is such that, even with the use of supplementary aids and services, education cannot be satisfactorily achieved." Additionally, placement in the least restrictive environment must provide a) the special education needed by the student, b) placement, to the maximum extent appropriate, with other students who do not have disabilities, and c) be as close to the student's home as possible.

To a great extent, the LRE Implementation Policy Paper is a response to the 1989 Federal Monitoring Report (based on a U.S. Dept. of Education review of special education in New York State), which found that, in general, students with disabilities were not being provided sufficient educational opportunities to interact with their nondisabled peers. The report also cited that the full continuum of services was unavailable in many school districts and the mandated federal provision for least restrictive environment placement was not being implemented in a consistent manner across the state.

Whether or not this review is accurate, the NYS Board of Regents determined that its position on educational services in the least restrictive environment had to be more clearly defined and the development of an action plan had to be provided.

In order to implement appropriate programs and services in the least restrictive environment for all children with disabilities consistently across the state, the following procedures must be carried out:

- an individual comprehensive, nonbiased evaluation in the student's dominant language or form of communication to determine educational needs
- before placement in special education, consideration must be given to the appropriateness of the general education resources
- development of the student's program with involvement of all of the key people: educational staff, parent(s)/guardian(s), and, if appropriate, the student
- the Committee on Special Education (CSE) or Committee on Preschool Education (CPSE) must first consider placement in general education with appropriate support both for the student and for the teacher(s)
- the parent/guardian and board of education must be provided with a CSE/CPSE recommendation which describes the programs/placements considered, and a rationale for those options not chosen
- the CSE/CPSE must lay out the expected benefits (compatible with IEP goals and objectives) from the option selected
- an annual review of a student's needs must be conducted, which takes into consideration the continuation or modification of special education programs and services.

The review will also identify the educational progress of the student and the appropriateness of his/her participation in the general education program.

New York State has identified specific goals in order to implement the least restrictive environment policy in a way that is consistent with the efforts of the federal policy. These goals will ensure that each student with a disability be provided with the opportunity to participate in programs, services, and other activities with nondisabled peers.

1. Strengthen and expand general education support services. This would avoid many unnecessary or inappropriate referrals to special education.
2. Fund reform that will adequately support all options within the continuum of alternative placements.
3. Continue support for the continuum of alternative placements in order to meet the diverse needs of all students with disabilities. PLEASE NOTE THAT INCLUSION IS ONE OPTION WITHIN THAT CONTINUUM AND SHOULD BE VIEWED AS SUCH. LEAs, BOCES, and other agencies are required to ensure that supplementary aids and services needed to support the student and the teacher(s) will be available.
4. Ensure the promotion of statewide equity and access and clearly document the benefits of educating a student out of the general education program. Additionally, the state will study and implement strategies to eliminate the overrepresentation of children of color in special education.
5. Increase general education opportunities through awareness of promising practices.
6. Strengthen the role of parents/guardians as equal partners in the development of the IEP and in understanding the abilities of their children.
7. Focus on results by promoting the achievement of desired learning goals established for all students.
8. Transition students back to general education when appropriate, and to the maximum extent possible.

In order to accurately address placement issues for students with disabilities, with least restrictive environment as the priority goal, a complete IEP must be developed that addresses the full range of the student's needs, to include the academic, social, physical, and management. Any setting that prevents a student from meeting these needs is not an appropriate placement.

One consideration is the educational benefit of the general education placement as opposed to the special class placement. Keeping in mind the provision of supplementary aids and services, are the benefits of the general class equal to, or greater than, any special class placement provided on the continuum of placements? An important factor in this consideration is the nonacademic benefit to the student as a result of interacting with nondisabled peers.

The effect of the student on the education of other students in the class must also be looked at. Continued disruptive behavior, even with the provision of adequate supplementary aids and services, must be a factor in the placement decision; however, removal of the student before additional support is provided, is not an action that should be taken.

It is the state's intent to require public and private educational agencies to restructure their methods of developing services so that students with disabilities will have the opportunity to succeed in whatever placement is truly the least restrictive environment that meets their needs.

The State Education Department has initiated, and will continue to carry out, specific activities that are in support of the least restrictive environment implementation policy:

- the development and expansion of promising practices regarding the integration of students with severe disabilities in general education
- a study of the overrepresentation of students of color in special education and the relationship of health services to the referral and placement in special education
- the development of Request for Proposal (RFP) to study the process of the Committees an Special Education and Preschool Special Education
- the development and dissemination of approaches for integrating preschool children with disabilities, ages three and four
- the provision for training, technical assistance, and professional development activities for all public schools and agencies that are responsible for providing special education programs and services in the least restrictive environment
- a revision of funding formulas that is adequate for programs and services based on student needs in appropriate placements
- the provision for appropriate planning time for staff for effective collaboration and coordination as an allowable expense through the Regents State Aid Proposal
- the provision for redesigned, relevant preservice and inservice training
- the provision for additional options for consultant teacher services

The implementation of the least restrictive environment policy is viewed as a long-term commitment that will involve the educational community, parents and guardians, students, and all other interested parties, to ensure that the Federal and State regulations are being carried out consistently in New York State.

For further information, contact your local Special Education Training and Resource Center.

CALLING FOR STORIES

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Please send submissions to: Lynn Sarda, Editor, Perceptions, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561. Thank you.

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EPILEPSY AND BEHAVIOR DISORDERS: A CHALLENGE FOR EDUCATORS

by
Robert J. Michael

Dr. Robert J. Michael is Chairperson of the Educational Studies Department, State University College at New Paltz, New York. His long career in special education includes classroom teaching, college instruction, and program administration. In addition to authoring many articles, Dr. Michael is also the previous editor of ***Perceptions*** *and co-editor of* ***The Viewfinder****. He is a member of the Epilepsy Foundation of America.*

Students with epilepsy present a unique challenge to educators. In addition to the seizures, the students can display other problems, such as learning difficulties, attention deficits, side effects from medications, and social isolation. One of the major associated conditions experienced by these students is behavior disorder, a condition that truly impacts on their lives and the lives of others.

The purpose of this article is to discuss the relationships that exist between epilepsy and behavior disorders. The need for educators to understand epilepsy, with a particular emphasis on its consequences on behavior, is emphasized.

EPILEPSY DEFINED

Epilepsy can be defined as recurring seizures. The word is derived from the Greek term epilepsia which means "to seize." The disorder is the result of a malfunctioning of the cells within the brain due to an abnormal electrical outburst. The result of this cell discharge within the brain is a seizure, which may be exhibited in a variety of forms or behaviors. In the past, epilepsy has been referred to as "the falling disease," "the sacred disease," "St. John's disease," and "the demonic disease." During the time of Julius Caesar, epilepsy was considered the "falling disease" since many individuals with this condition lost awareness and fell to the ground. In ancient Greece, epilepsy was known as the "sacred disease" and having this disorder was considered divine. In fact, the first book about epilepsy was named **On The Sacred Disease** and was written by Hippocrates. During the Middle Ages, epilepsy was referred to as "St. John's disease" (Geist, 1962), as well as the "demonic disease." Individuals with epilepsy were feared and were often driven away. Prejudices, myths, and misunderstandings have continued to be associated with this disorder.

OVERVIEW OF EPILEPSY

Epilepsy is considered a common disorder of childhood. The Epilepsy Foundation of America (1987) estimates that about 1% of all school-age children are affected by this condition. Epilepsy can begin at any age, but the highest occurrence is in childhood. About two million people in the United States have epilepsy and about three quarters of this number start having seizures before age eighteen (Dreifuss, 1988).

There are different types of seizures, ranging in degrees of severity. The types of this condition are divided into two major categories: generalized seizures and partial seizures. Generalized seizures consist of abnormal electrical discharges involving both sides of the brain, while partial seizures affect only a part of the brain. Examples of specific types of generalized seizures include tonic-clonic, absence, myoclonic, and atonic seizures, while partial seizures are divided into simple and complex seizures.

Tonic-clonic seizures, formerly referred to as grand mal seizures, consist of convulsions and a loss of consciousness with the person falling to the ground. The tonic portion of the seizure is when the muscles of the body become stiff and rigid, while the clonic phase is the moving and jerking of the arms and legs as the body writhes. During the seizure, behaviors such as teeth grinding, irregular breathing, saliva flowing from the mouth, and a loss of bladder and/or bowel control may be seen. When the seizure is over, the person is usually very tired, disoriented, or confused. The student may need to rest or sleep, as the seizure can be very stressful to the body. Absence seizures are brief momentary losses of consciousness, resulting in behaviors such as blinking, a stare, dropping of the head, small involuntary body movements, or a glassy-eyed look. The student may miss what is going on in the classroom and the behavior is interpreted as daydreaming or not paying attention. An absence seizure could be a brief moment of time or could last up to ten seconds. Usually these seizures begin in early childhood and disappear as the person gets older.

Myoclonic seizures consist of sudden muscular movements that can be in a variety of forms. These quick muscular reactions are like bursts of energy suddenly being pumped into the body. The range can be from very mild to extremely severe. For example, the seizure could consist of a quick hand movement to being dropped quickly to the ground. These seizures have been described as "like being jolted by an electric shock" (Freeman, Vining, & Pillas, 1990, p. 63).

Atonic seizures consist of a quick loss of muscle tone, resulting in the body going limp. The student loses consciousness and quickly falls to the ground. The muscles in the body, particularly the arms and legs, go limp. This type of seizure could cause facial and head injuries and, therefore, students with this condition often wear helmets for protection.

Simple partial seizures consist of a jerking portion of the body, based on what part of the brain is seizing. However, if the part of the brain with the abnormal discharge is related to vision, emotion, smell, hearing, feeling, etc., a distorted environment could be the result. Fear, nausea, anger, seeing unusual objects, smelling unusual odors, and feeling strange sensations could be a part of this type of seizure. The student remains conscious and aware throughout the seizure.

Complex partial seizures begin with the student having a blank or vacant stare. Odd behaviors may be observed, including what some individuals refer to as "automatic" type behaviors. For example, mumbling, picking at one's clothing, walking around aimlessly, talking in a nonsense manner, or performing simple, random, purposeless behaviors. The student may seem dazed and confused. The behaviors resulting from the seizure activity are not recalled by the person. The seizure may last from one to five minutes, although there is considerable variation from person to person with respect to the length of time for the seizure behavior.

A SECOND LOOK AT PARTIAL SEIZURES

Although all seizure types are of concern to educators, simple and complex seizures are of particular concern to those who work with, or have a particular concern for, individuals with behavior disorders. Complex partial seizures can create the most problem in the classroom due to the disruption they can cause. The student "may become belligerent, boastful, or antagonistic and may even have a temper tantrum, roam meaninglessly around the building, or destroy property, again without choosing to do so and without conscious awareness or later memory of what is happening" (Frank, 1985, p. 201). The behaviors resulting from the seizures are not controlled by the student. Interventions often used by educators to alter behavior are not effective. The major difference between simple partial and complex partial seizures is that the student is conscious during a partial seizure but is unaware during a complex partial seizure. The involuntary nature of these behaviors presents a challenge to educators.

Simple partial seizures can be of concern to educators of students with behavior disorders in a number of instances. When the part of the brain that contains emotions, vision, hearing, etc. is affected, a distorted environment can be the result. It can be seen that an accurate diagnosis must be made in order to insure that a distinction is made between a seizure disorder and an emotional/behavioral disorder.

Simple partial seizures may spread slowly through the motor area: one finger begins to jerk, several fingers, and then the hand begins to shake, moving to the arm, etc. In the past, this type of motor seizure had been termed a "Jacksonian seizure," as the famed neurologist Hughlings Jackson first observed and recorded the motor progression of the seizure.

The autonomic nervous system has also been related to effects of simple partial seizures. A seizure may begin in a part of the brain dealing with an autonomic function such as the heartbeat. For example, "... it may start with the face becoming pale and flush. The heart may begin to beat rapidly; there my be abdominal cramps and discomfort or a fullness in the chest or throat" (Freeman, Vining, & Pillas, 1990, p. 76).

Simple partial seizures have also been associated with psychic symptoms. With a cell disruption in the brain cells associated with emotion and feelings, the student may look frightened, voices may be heard, sensations of deja vu or jamais vu (never seen) may be experienced. Feelings of unreality, anger, and fear may occur.

Generally speaking, simple partial seizures do not create a medical emergency. The student who experiences simple partial seizures requires emotional support, understanding, and reassurance.

Complex partial seizures can create a more complex and difficult situation. The seizure may begin with the student entering a dreamlike state, having a blank or dazed look. As noted before, "automatic" type behaviors are exhibited with the person not remembering the event. These behaviors need to be recognized by educators, since they are often misinterpreted as signs of substance abuse (Potolicchio, 1992).

The following procedures are recommended for use with a student experiencing a nonconvulsive complex partial seizure:

- Do not restrain the student;
- Take dangerous objects from the immediate area;
- Encourage the student to sit down;
- Try to direct the student away from dangerous areas such as stairs and windows;
- Force should not be used; approach carefully if the student appears angry or combative;
- Student safety is the prime concern; call for assistance if the situation becomes dangerous for either you or the student;
- Keep in mind that what is being seen is unconscious behavior; any punishment or reprimands are inappropriate;
- Speak calmly to the student but remember that the student cannot be expected to follow instructions; and
- Be reassuring and comforting to the student.

BEHAVIOR PROBLEMS AND THE STUDENT WITH EPILEPSY

Students with epilepsy exhibit a wide variety of behaviors. The range of problems, however, is the same as what is found in the regular population.

Problems of attention can be seen in some students with epilepsy. In fact, it has been suggested that attention deficit disorder (ADD) may be more common in students with epilepsy (Freeman, Vining, & Pillas, 1990).

Medications often have side effects which may have a significant impact on behavior. Students react differently to the various drugs, and side effects are not always the same for each student. Common side effects from anti-convulsant drugs that are often of concern to educators dealing with students with behavior problems include: drowsiness, hypoactivity, aggressiveness, incoordination, irritability, distractibility, fatigue, hyperactivity, lack of attention span, excitability, depression, emotional swings, and dizziness. It has been stated that "almost all AEDs (anti-epileptic drugs) have been found to have unfavorable effects on attention, learning, motor skills, and intellectual performance" (Bergen, 1991, p. 18). Indeed, the management of students with epilepsy mandates more than just the administration of medications (Dreisbach, Ballard, Russo, & Schain, 1982). In order for school personnel to obtain critical information about medications that a student may be taking, some guiding questions are offered:

- What medication(s) is the student to take?
- What are the typical side effects of the medication?
- How does the medication help the student?
- What changes in behavior might be seen?
- How often and for how long does the student have to take the medication?
- When does the student take the medication?
- What are the indicators that may be seen regarding the intake of either a toxic or inadequate dosage of medication? (Michael, 1994)

Investigations have also shown that some students with epilepsy have emotional disabilities that demand special educational services. There are a number of factors that can influence an individual's emotional status and behavioral functioning. A range in the degree of the problem can exist (Binnie, Channon, & Marston, 1990).

Students with epilepsy display more behavior problems as compared to other individuals (Hoar, 1984). Learning problems and behavior disorders are present in about half of all individuals with epilepsy, and there is a similar number having difficulty adjusting to school (Svoboda, 1979). Social isolation and stigma have been noted to be significant factors affecting the self-concept of this population of students. Dodrill (1982) noted the problems of social stigma and discrimination associated with seizures when stating that "the intermittent appearance of the disorder tends to keep the people around the patient, as well as the patient him or herself, on edge" (p. 112).

Depression is more common in individuals with epilepsy, being related to stigma effects, medication side effects, and the general problems of life. However, factors, such as the degree of impairment, number and type of seizures, influence the disorder in this population of individuals.

Individuals with epilepsy are more likely to be treated for psychiatric disorders but "when population-based samples of individuals with epilepsy are examined, the prevalence of psychosis may equal that in the general population" (Hauser & Herdsdorffer, 1990, p. 253). Epilepsy has been associated with various forms of aggression. However, these connections were established in past writings and current studies do not document any relationships. Henriksen (1990) commented that the students often get caught in a cycle "with seizures leading to learning difficulties, and then to school problems, psychosocial problems, and more seizures" (p. 24).

SUMMARY

Students with epilepsy present unique challenges to educators. These students display a variety of behaviors that can originate from such sources as the seizure itself, medication side effects, and unknown factors that increase behavior disorders with particular students. For additional information about seizure disorders, educators are encouraged to use the Foundation's toll free number:

EPILEPSY FOUNDATION OF AMERICA
TOLL FREE INFORMATION SERVICE NUMBER:
1-800-EFA-1000
or
EPILEPSY FOUNDATION OF AMERICA NATIONAL LIBRARY
1-800-EFA-4050
or write to:
Epilepsy Foundation of America
4351 Garden City Drive
Landover, MD 20785

CONCLUSION

There is a need to provide appropriate educational diagnosis, services, and programs that meet the needs of a particular student. Students with epilepsy should be correctly identified, and be given optimum educational opportunities. It is important to remember that when a disability, such as an emotional/behavior disorder, exists, a special condition occurs. As Brimer (1990) noted, "It is widely believed that two disabling conditions have an additive relationship (one adds to the other). But in actuality they have an exponential relationship (the effects of one are multiplied by the effects of the other), so that the two are significantly greater in effect than the either would be in isolation" (p. 111). When educators understand the disorder of epilepsy, the various types of seizures, and the consequences of the disorder on behavior, we can begin to meet the needs of this population of students.

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IS ANYSEED FOR ME?

Thirty years ago, a group of educators from around the State of New York worried about the trends they were seeing in the education of students with severe behavior management needs. At that time, 94-142 hadn't been enacted and New York State didn't have programs to meet the needs of this population. Most of these students were, in fact, provided for in residential treatment centers. The only area of special education certification available in New York State was for teachers of the mentally retarded and physically handicapped.

It was in those early special education years ('64 & '65) that a small core of individuals decided to form a professional organization especially designed to meet the training needs of individuals working with the emotionally disturbed. They went through the process of having this organization chartered by the New York State Board of Regents and declared as a non-profit organization by New York State and the Federal government.

The steering committee of this new association, called the Association of New York State Educators of the Emotionally Disturbed (ANYSEED), decided to hold annual conferences as a vehicle to allow practitioners to discuss new ideas and/or methodologies. From the beginning, they strove to include the best speakers available in the field of behavioral disorders.

The above is well known by those who have been involved with the organization for years; however, it is re-stated here for the benefit of those who are relatively new in their knowledge of ANYSEED. The strength and vitality of any organization is the blend of new with the old. We need both kinds of members.

The banner for this article says, "**IS ANYSEED FOR ME**?" We think it is! In fact, we believe you would be hard pressed to find a professional organization which can do more for you for our annual membership cost of only $30. Membership runs from April 1st annually through the following year's conference in March. It includes:

a) Reduced rate registration at annual conferences which rival any conference in the country in terms of workshop timeliness, quality, and caliber of keynote presenters;
b) Annual issues of our ERIC-indexed journal, *Perceptions*, a Journal for Practitioners;
c) Legislative and special issue positions on issues which affect our profession;
d) Organizational support through regionalized local ANYSEED chapters and mini-conferences;
e) Membership in New York State's largest organization of teachers serving behaviorally disordered children and youth;
f) A tax deduction on New York State and Federal income tax returns.

It is important for you to know that ANYSEED is non-profit, and that our officers are elected by our membership as volunteers. ANYSEED has no employees and utilizes all revenue for the purposes of training.

Reprinted from Perceptions Volume 28, #2

ANYSEED MINI-GRANT:
SOCIAL SKILLS STREAMING ACTIVITY

The following article highlights an effective approach which ANYSEED chose as a recipient for the Conrad Hecht Memorial mini-grant. This project was designed to reinforce appropriate social skills and was need-based. As a requirement for funding, the team teachers were asked to prepare a post-activity summary, which follows:

Our E.D. program consists of three classrooms in which academic programs are delivered in a team setting. The behavior modification program affords mobility for the teachers and students, as the students may "earn" the opportunity for advancement through the three levels (or classrooms). Level I is the most restrictive in respect to student expectations and behavioral control, and progresses through the two succeeding levels. Level III affords the student the most normalized daily programming, schedule, and personal choices. Our program is based within a large urban high school.

As part of an intensive behavior modification effort, we anticipate a large and costly excursion to Darien Lake, NY (a theme park) at the closing of each school year. Last February, we were gravely disappointed to learn that our trip was included in the district-wide cutbacks due to lack of funding. As a result of a team meeting, we learned of the Conrad Hecht Memorial Fund offered through ANYSEED, and wrote a grant request for funding of this anticipated trip. We fervently hoped that we would be accepted and be awarded any financial assistance in anticipation of the rapidly-approaching district field trip deadline!

It happened!

We established guidelines for student participation in the field trip to be based on each student's individual choices, their demonstration of "good choices" in and around behaviors, and following expected school policies. The purpose of the trip is an end-of-the-year reward that allows successful students the opportunity to demonstrate and practice learned behaviors that have been taught within the context of a developed and structured Social Skill Streaming program during the school year. Student performance was observed and recorded by means of anecdotal records and daily journals. Daily, the team calculated and discussed each student's progress in order to encourage positive student choices. The guidelines were visibly posted, instructed thoroughly, and reviewed daily (or period-by-period if deemed necessary). The guidelines were as follows:

I. Good Choices:
  - coming and going
  - following school policies
  - following schedule
  - handling habit (e.g., smoking)

II. On Task Behavior
  - working
  - asking good questions
  - good listening
  - finishing

III. Appropriate Language
  - not grumpy
  - no cursing
  - no swearing
  - no vulgarity

IV. Non-aggressive Actions
  - verbal
  - physical

The following are remarks from students discussing their feelings about the trip to Darien Lake:

"Getting to go to Darien has been based on good decisions like being a student in class or in the halls! And being on task and getting what you got to do done or on time. We had to stay out of fights and we had to handle our smoking and we had to watch our swearing in school and raise hands if we had a question or something to say. But I guess it was worth all of this because it was really fun at Darien."

"I've been in this program for 1-1/2 years and I really changed my life! Social skills help me a lot so do all the other teachers. If I was having a problem, they would be there for me. I'm very grateful that we have the money and that we can practice our social skills outside of the school."

"Earning the privilege of going to Darien Lake has been based on social skills and good choices that include respecting my peers and teachers, keeping grades at a respectable level and all around behavior.

These choices affected my daily and weekly choices in the following ways:

I used to ,"blow off at the mouth" when I got mad. The social skills I have learned taught me that it would be easier on me if I took my punishment and forgot it. It also taught me that if I respect my peers and elders that I would be respected in return.

I'm very thankful to ANYSEED for rewarding us enough money to go to a theme park to practice what we learned and to enjoy the last day of school."

"The only way we can make it to Darien Lake is if we pull our acts together and pay more attention to our classes and our teachers. I used to have a very, very bad mouth and temper but I've pulled myself together and said that if I want to go to Darien Lake I have to straighten up and pay more attention to what I'm doing and lose the bad attitude and mouth. But thanks to ANYSEED for rewarding us with the money and to the six teachers who helped us turn our acts around."

As the three teachers of the thirty students who were very successful at Darien Lake, we would like to extend our thanks to ANYSEED for awarding us the Conrad Hecht Memorial Grant. It made the end of a great year even better.

Submitted by:

Karen Robinson, Bev Croston, Elizabeth Wilkins
ED Teachers, Hornell High School, Hornell, NY

ANYSEED AWARDS

The ANYSEED Executive Board has established, over the years, four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Board's intent that members of ANYSEED nominate award recipients. In keeping with this ideal, we will publish, within each issue of *Perceptions,* information concerning the process you should follow to nominate an individual or program for award consideration. The specific awards are:

CONRAD HECHT MEMORIAL FUND. This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, school, or agency. Guidelines for funds use are flexible, as long as a student or students benefit. Funding will not exceed $500 annually. Awards average in the $250 range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by January 15th, with awards made by April 1st. Executive Board action is required. Recipient reporting within *Perceptions* or at an annual conference is also required.

STEVEN J. APTER LEADERSHIP AWARD. The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter, an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, or commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

EVERETT KELLEY VOLUNTEERISM AWARD. This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD. Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

Nominations must be typed, submitted by January 15th, and include relevant items below:
a) Name of ANYSEED member making nomination, including address, and business and personal telephone numbers.
b) Name of specific award to be considered.
c) **If Recognition Award:** Information must include achievements, historical background, complete name and address of recipient, organization worked for and address, biographical sketch of individual, narrative rationale of why recognition should be given. Your letter of nomination with above information should not exceed two pages. Attach two brief letters of endorsement from other educators or professional affiliates to illustrate merit and/or program commitment.
d) **If Hecht Mini-Grant Funds** - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages.

Send nominations by January 15 to: Janis Lindsay, 598 Concord Drive, Webster, New York 14580

ANYSEED'S 30TH ANNUAL CONFERENCE

Focus:

VIOLENCE REDUCTION

CONFERENCE INFORMATION SECTION

Conference Description
Hotel Registration
Conference Registration
College Course Information

ANYSEED 30TH ANNUAL CONFERENCE

Focus:

VIOLENCE REDUCTION

PRECONFERENCE: MARCH 23, 1995
FULL CONFERENCE: MARCH 24-26, 1995

In celebration of our 30th anniversary conference, and 5th collaborative conference, ANYSEED will offer a new format for the March 1995 Conference. This format will include a one-day preconference program on Thursday, and our traditional three-day conference occurring from Friday through Sunday. You'll want to be in attendance all four days of this historic collaborative conference!

The **preconference** will include three concurrent focus seminars on the topic of violence reduction within our schools led by national experts. Registrants will sign up for their choice of these full-day special seminars.

The **regular conference** will include seventy workshops drawn from within New York State and around the country (thirty states). This broad spectrum of workshops will bring conference attendees into contact with cutting edge strategies. Keynote speakers include William Morse, Nicholas Long, Larry Brendtro, Alan Mendler, and Martin Henley. In addition, Eleaner Guetzloe returns as a preconference leader and as workshop presenter.

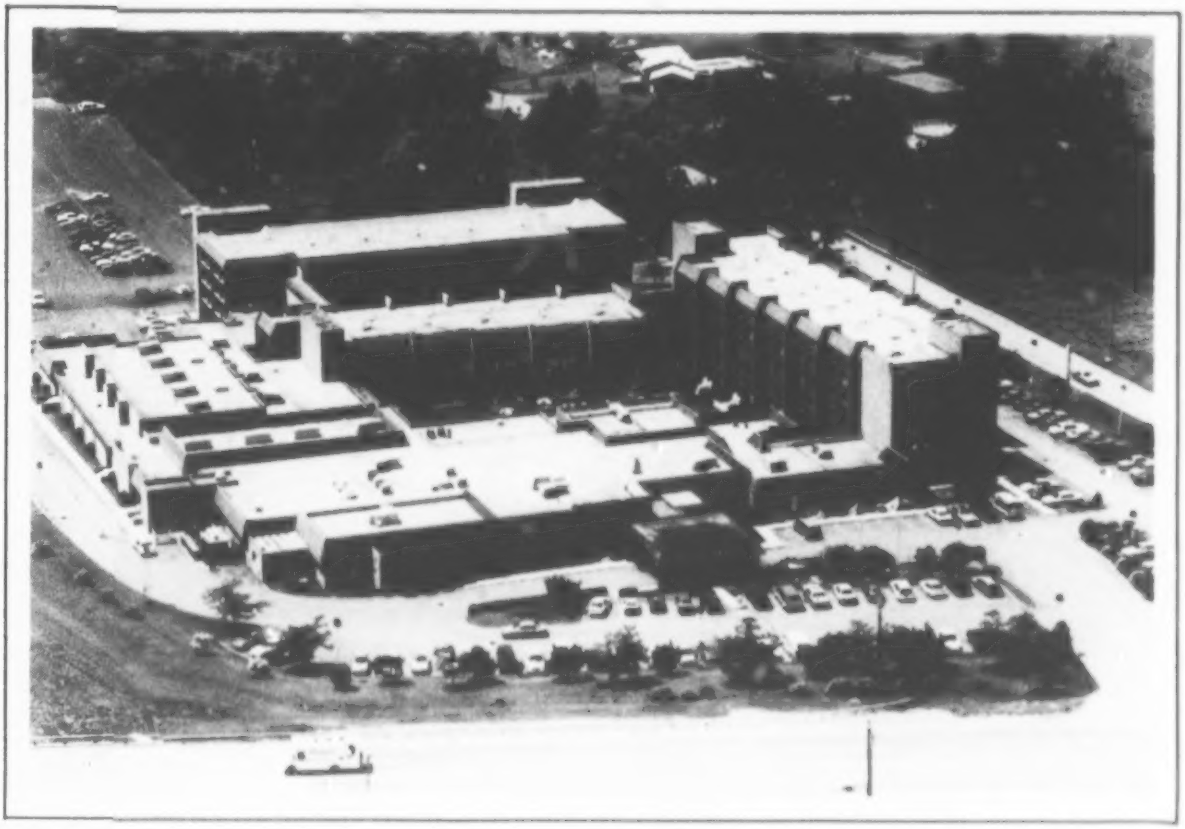
The Executive Board of ANYSEED has planned for an action-packed four days. You won't want to miss a moment! Our evening receptions sponsored by collaborative organizations will give you the opportunity to discuss common issues and concerns with colleagues from around the country. Educational exhibitors will be showing their materials daily. Be sure to pick up your raffle ticket from them for a chance to win an "Escape Weekend" from the Marriott, or one of many other great prizes.

You'll want to stay at the Marriott and take full advantage of the outstanding meal and accommodation package we were able to negotiate. In addition, you'll receive $10 of Marriott Money which can be spent for breakfast or at any Marriott outlet during the Conference. You could get a room elsewhere less expensively, but you will miss out on great food, great conversation, and outstanding amenities. This four-star facility does it all.

The full ANYSEED Conference program will be available after January 1, 1995. Within this issue of *Perceptions*, you will find a hotel and a conference registration form. Don't hesitate to sign up early to take advantage of the **Early-Bird** rates. Remember to book the Marriott early, since after March 2nd, 1995, you will not be able to stay at the conference rate. Rooms will go fast.

DON'T MISS THIS MAJOR CONFERENCE ON VIOLENCE REDUCTION

MARCH 23-26, 1995



ANYSEED

announces it's

30th ANNIVERSARY CONFERENCE
March 23rd through 26th, 1995

at the

Rochester Thruway Marriott

SAVE THESE DATES!

5th Collaborative Conference.

Reprinted from Perceptions Volume 28, #2

30TH ANNUAL ANYSEED CONFERENCE
HOTEL REGISTRATION FORM

Return to: **ANYSEED CONFERENCE REGISTRATION**
Rochester Thruway Marriott
5257 West Henrietta Road
P.O. Box 20551
Rochester, NY 14602-0551

ANYSEED COLLABORATIVE CONFERENCE - MARCH 23-26, 1995

PACKAGE RATES:

Plan A Includes: Three nights accommodations for Thursday, Friday, and Saturday, plus:
- $10 Marriott Money (may be used in all shops, restaurants, and lounges)
- Thursday, Friday, Saturday lunch
- Thursday, Friday, Saturday dinner
- Sunday Brunch all inclusive

Double Occupancy - $278.35 per person • Single Occupancy - $390.85 per person

Plan B Includes: Two nights accommodations for Friday and Saturday, plus:
- $10 Marriott Money (may be used in all shops, restaurants, and lounges)
- Friday, Saturday lunch
- Friday, Saturday dinner
- Sunday Brunch all inclusive

Double Occupancy - $199.58 per person • Single Occupancy - $274.58 per person

IMPORTANT: All packages must be purchased as offered! The Marriott will not accept any modifications of any kind to the above packages. In addition, the Marriott will require that in the case of roommates sharing a room, both participants must be on the same package! THey cannot accept one person on one package and the other on a different package.

Reservations must be guaranteed by submitting the form below and a major credit card number to the Rochester Thruway Marriott by March 2, 1995. *This is an absolute cutoff date after which you will not receive the special conference rate and will be charged at the current corporate rate.* Include a tax-exempt form with your registration ONLY if your organization is covering your **entire** payment with **their** check.

Clip and return form to the address above. Check-In after 3:00 PM. **PLEASE PRINT CLEARLY OR TYPE.**

Credit Card # ______________________ Signature: ______________________
Exp. Date: ___/___/___ Type: ___VISA ___Master Charge Other: ______________
Date Arriving: ______________ Date Departing: ______________
Name: ______________________ Street: ______________________
City: ______________ State: ______________ Zip: ______________
Home Phone: ( ) ______-__________ Work Phone: ( ) ______-__________
Check plan: ___Plan A ___Plan B Accommodation: ___Single ___Double
___Smoking Room ___Non-Smoking Room
Roommate: ______________________

Single rate applies if roommate not specified. Special Dietary: Specify on separate sheet and mail to Marriott with this form.
Non-package rate: $93 Single; $95 Double.

IMPORTANT: *Send only one registration form per room! This form should have both roommates on it. Roommates must be on the samepackage (e.g., Plan A or Plan B).* 286

1995 ANYSEED CONFERENCE REGISTRATION FORM

Please, one participant per registration form, make copies if needed. Type or Print requested information and check appropriate spaces. Make check payable to ANYSEED and return to:

ANYSEED c/o William J. Smith, 13 Bennett Street, Hornell, NY 14843
(Federal ID#: 13-3022914)

DON'T SEND THIS REGISTRATION FORM TO HOTEL! HOTEL FORM IS ON A DIFFERENT PAGE!

Name: ______________________ Street: ______________________
City: ______________________ State: ______________________ Zip: ______________
Home Phone: ( ) ___-___ Work Phone: ( ) ___-___
Organization: ______________________________
Special Disability Needs?: ______________________

Return advance registration form with your check prior to January 27, 1995 to pre-register for the 30th Annual Collaborative Conference. Registrants will be sent a Conference Program in early January 1995.

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REGISTRATION FEE INCLUDES ANYSEED MEMBERSHIP FEE FOR 1995-1996 SCHOOL YEAR

COLLEGE COURSE INFORMATION

The ANYSEED Professional Development Division, in conjunction with the 30th Annual Conference Committee and the School of Education at SUNY, New Paltz, is pleased to announce a three-hour graduate course associated with the annual ANYSEED Conference, March 23, 24, 25, and 26, 1995.

COURSE: Contemporary Issues and Problems in Working with Students with Emotional/Behavior Disorders

COST: $537.05 (Includes $20 administrative fee to ANYSEED). Enrollment is open only to registered Conference participants. Conference fee and hotel costs are additional.

DESCRIPTION: This course is concerned with issues and problems related to working with students with emotional/behavior disorders, as identified in the Conference sessions. In-depth analysis of major concerns will be carried out through independent study and through practical application of the information acquired. Full Conference participation is required. This course is intended for persons will to assume responsibility for independent study work and who have demonstrated competencies in this area.

Among the general course requirements are:

1. Attend the entire 30th Annual ANYSEED Conference.
2. Attend class sessions scheduled for March 23, 1995, at 8:00 PM; March 24 at 8:00 PM; and March 26 at 9:00 AM in the Conference hotel.
3. Summarize and analyze each of the workshops and keynote presentations attended. The student is expected to attend a workshop for every scheduled session, as well as each keynote address.
4. Read a minimum of 20 articles and/or books concerned with the themes of the Conference.
5. Readings should be those that have been written, recommended, or suggested by workshop presenters. See handouts and bibliographies by presenters for further suggestions.
6. Develop and implement a written project that summarizes and analyzes the information taken from the presentations and the literature. The written paper must evidence Conference proceedings, recommended readings, keynote addresses, workshop information and handouts, and general readings concerning behavior disorders through incorporation and citation within the text. The paper is also to include original classroom lesson designs that are based on strategies and techniques discussed and included within the ANYSEED Conference.
7. Submit the written project by July 18, 1995.

Detailed guidelines for the course requirements will be distributed in the first class meeting.

Registration Procedures: Please send tuition ($537.05) and Conference registration fee to: Ms. Claudia Peterson, ANYSEED Professional Development Division, P.O. Box 247, Glenwood, NY 14069. Please include the following information: Name, address, home telephone, work telephone, and present work position.

Enrollment is open only to registered Conference participants. Forward course information, Conference registration fees, and the registration form to Ms. Peterson. All fees may be combined into one money order.

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The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

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Perceptions

Volume 29, Number 1 Fall, 1994

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

ANYSEED 30TH ANNUAL CONFERENCE
Focus:
VIOLENCE REDUCTION

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A Journal for Practitioners

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New York State Educators of the Emotionally Disturbed

perceptions

A Publication of the ANYSEED

A Journal for Practitioners

REFLECTIONS

SPRING 1995
Volume 29
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Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

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FROM THE EDITOR

It is a welcomed season, a time when teachers begin to look back at the year's accomplishments and challenges. It is also a time when many look ahead, planning new endeavors for themselves and their students, learning a bit more each year from the experiences they have shared. Teaching and learning, or learning and teaching - the two become intertwined as students and teachers go through a year together. This is the time of the year for reflection.

The 30th Annual ANYSEED Conference, held in Rochester this past March, offered a time for reflection as well. Over 700 people attended the conference, with its central theme of violence reduction. Presenters included the famous along with first-timers. Attendees ranged from teachers to support personnel to parents to administrators to researchers. Certainly the awareness of increasing violence in our communities and schools drove the conference attendance, but so did the commitment many individuals have to ANYSEED. In reflecting upon ANYSEED - the origins, purposes, workers, members - it is clear that this organization addresses vital and ongoing concerns of educators of students with emotional disturbances in very important ways. If, after thirty years, a group demonstrates such cohesiveness and relevance, it is to be applauded for its continuing existence. Hooray for ANYSEED! Let's look to the future with enthusiasm and wisdom.

The spring issue of *Perceptions* starts off with a piece by Deborah Brunjes on horticulture therapy. Deborah conducted a session at the ANYSEED conference, and this is a synopsis of that presentation. Ted Kurtz follows with a reflection upon his entry into the field of education, a wonderful reminiscence from this highly respected educator. Debra Calley and Doris Jamison examine transition services for youth with disabilities in a timely article from their S.E.D. offices. Carl Lashley writes of student discipline in his first writing for *Perceptions*. Thomas McIntyre explores the characteristics of a good teacher as reported by students themselves. Finally, there is a reflection about the late Ray Simches, a pioneer in education of individuals with emotional disturbances.

Enjoy this issue of the ANYSEED journal. Enjoy your ANYSEED membership. And enjoy the spring.

Lynn Van Eseltine Sarda

THE 30TH ANNUAL ANYSEED CONFERENCE

This March over 700 people conferged at the Rochester Thruway Marriott to learn, share and celebrate with ANYSEED at the 30th Annual Conference. Keynoters packed the house. Nick Long, Larry Brendtro, Alan Mendler, Martin Henley and William Morse enlightened the audience with their vast knowledge and experiences. Saturday night was a special night for all. Awards were presented and gifts were given to Past Presidents. Thanks to all who received gifts or awards. Your time and dedication to the ED/BD population is truly appreciated. The 30th Annual Conference was a great success. This can be attributed to the hard work and support of the executive committee, our sponsoring organizations, keynoters and workshop presenters, and most importantly all those who attended.

On behalf of ANYSEED, we thank you...
and remember to mark your calendar for next March. We will see you in Albany!

Hildreth M. Rose, Conference Chair

HORTICULTURE THERAPY TIPS FOR WORKING WITH EMOTIONALLY DISTURBED YOUTH

by
Deborah Brunjes

Deborah Brunjes is a horticulture therapist with an MA Special Education and BA Elementary Education. She has designed and implemented garden programs in Orange County, New York, for all populations ages 2-21. Deborah is employed at Orange-Ulster BOCES, Goshen, New York, and is an instructor at the New York Botanical Gardens, Bronx, New York.

Human association with the therapeutic influence of plants and herbs dates back at least to ancient Egyptian times when physicians prescribed walks in the gardens for disturbed patients, allowing doctors to then administer further help to the patients in need of psychiatric care (Lewis, 1976).

Lewis (1976) traces the use of horticulture as a treatment back to 1812, when gardening was used in the Friends Asylum for the Insane in Philadelphia. The horticulture program still exists and patients continue to plant and care for plants, trees, and flowers.

A garden plot outside the classroom allows for peers to work together for a common goal. The garden plot is a place where values and friendship are generated as school subjects are experienced and digested. Children can succeed in the garden who have been labeled failures in the classroom; all have a chance for equal success and a positive experience. The garden provides responsibility and variety that is lacking in most classroom settings. Textbook theories come alive in the garden.

Dallying, Martello, Sheinberg, and Weiss (1987) were involved in a gardening project for special needs students. The authors followed a structured method of evaluations and objectives. These objectives were incorporated into existing Individualized Educational Plans. The following is a list of benefits and objectives that a gardening program should stress. The list is taken directly from the article by Dallying et al:

1. Attainment of New Skills - The students are provided with hands-on educational experience.
2. Aroused Sense of Curiosity - Curiosity facilitates language skills by motivating students to ask questions and learn new vocabulary. Cognitive skills improve as students learn the sequential steps involved in gardening tasks.
3. Increased Power of Observation - Memory and concentration are utilized in class discussions following each gardening session. Students recall the sequence of events that took place and discuss what they observed.
4. Stimulation of Sensory Perception - Gardening presents unique opportunities for students to utilize their senses in interacting with the environment. We encounter unexpected learning situations and make the most of students' discoveries.
5. Group and Individual Interaction - Working toward a common gardening goal provides increased group interaction in a socially acceptable manner.
6. Improved Confidence and Self-Esteem - Gardening helps the students to experience a new level of participation in life that makes them feel important and helps them to sense their own accomplishments.
7. Opportunities to Sublimate Aggressive Drives - Working in the garden can relieve tension, frustration, and aggression. The teachers are able to carry out behavior management techniques and reinforce positive behavior even in this informal setting.
8. Opportunity for the Satisfaction of Creative Endeavors - Gardening offers a student the opportunity to discover their hidden creativity.
9. Development, Improvement, and Refinement of Basic Motor Dexterity - Gardening expands on the fine and gross motor goals of the classroom. Activities such as raking and transplanting give students the opportunity to practice essential motor skills in a new setting.
10. Increased Physical Strength and Endurance - A student's adaptive physical education goals are reinforced through gardening activities.

The Rusk Institute for Rehabilitation Medicine in New York City has an extensive horticulture therapy program that brings gardening to everyone at the institution. Dr. Rusk envisions true rehabilitation as including "the patient's mental, emotional well-being, renewed sense of worth and confidence in life. What must be healed is not just the disability, but the whole person." To be whole again after the intense isolation of a debilitating illness means to be connected with life and life cycles. Plants are an ideal way to accomplish this goal. At the Rusk Institute, there is a "Garden of Enid," which was named after Enid A. Haupt who donated the area, where 2 full-time therapists help patients regain physical strength and coordination through working with plants. These patients are finding that when therapy means being with and caring for plants, it can be a fun and worthwhile place to be.

Rodale (1986) discussed the ways that gardens can solve more problems than those limited to patients or clients needing psychical therapy. Gardens can help children feel like they are an important part of the family unit. Children who are disabled often feel dependent, yet somehow separate from the family, and gardening together can help restore confidence for children and remind them that they are important and helpful family members. Rodale points out that parents need to balance the needs of the moment with the long-term objectives of getting a garden planted and cared for, an important balance to make. If the scales tip one way or the other, both the parent and the child could end up unhappy. A child's activity level, along with the desire to be wherever Mom and Dad are, leaves the garden looking like a great place for families to be together.

Letting younger children plant large seeds or onion sets can create a successful first experience in the garden. Parents and teachers who share a garden with children must be careful not to follow their little helpers and redo everything that was done by them. A damaged sense of pride is not worth straightening out a crooked row of corn. The children's needs must be continually met as they learn to be a part of the process.

Gardens grow children! Gardens grow confidence, success, therapy, rehabilitation, and an understanding of pride, accomplishment, and cooperation. Plants are alive and elicit compassion to themselves and their caretakers. Compassion, encouragement, and enjoyment are therapies that can lead children to being better learners, workers, and human beings in a world that needs just that.

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HOW I GOT INTO SPECIAL EDUCATION

by
Ted Kurtz

Each of us can recall someone who influenced our decision to take a career path that was not part of an original game plan. Such a person entered my life when it seemed to me that my career path had already taken enough twists and turns.

I was already 26 years old when I finally got into my own classroom. The road there had taken me through three years in the army, three different colleges and majors, marriage and three children, and more jobs than I care to remember. I had taken a big cut in pay when I went from being a used car salesman to teaching fifth grade in 1957.

Then I met Mary MacArthur. Mary was older than my mother, but with only about six years in teaching and none of her experience was in what was considered at that time as "regular education." She was also moving into an elementary school for the first time from quite a different environment.

Up to that time, her teaching experience had been in a one-room school - one of the few left in New York State - but this was not the typical country school. This school had been created out of a need for a program for a group of children who did not fit in their home school districts. They were disabled - some physically, some mentally - but the common thread that precipitated their referral was the existence of an emotional disorder so severe that they had been permanently suspended from their home school.

This "Dirty Dozen" had been assembled over several years and with the support and encouragement of family and administration. Mary, without a degree in Special Education (actually, without any credentials initially), undertook the development of a "program."

By way of background, Mary had been given this opportunity by a benevolent superintendent who could not hire her for a regular teaching position because she had no degree. She needed work because her husband, a well-known school supply salesman, had died suddenly leaving her with four young children and no job. The idea of the special program had been under consideration and, when she came to school looking for employment, she had no idea such a proposal would be placed before her. It was a marriage of convenience. There were no great expectations on the part of either party; Mary was left to decide how best to work with her students.

It worked. Through some combination of will and skill, trial and error, parent support and hard, hard work, some very impressive and important changes took place in the lives of these children. Quite predictably and appropriately, the successes drew attention. Soon referrals outpaced space available in the program.

But Mary insisted on keeping the program small. Without an aide, without speech OT, PT, counselling, or any formalized individualized plans, she took the pupils from where she found them and moved them through. As she taught, she also went back to college and raised her own children and counseled and consoled families by phone and over coffee in her own kitchen.

I first became aware of this program when Mary moved to the Windom Elementary School and was given the room at the end of the hall across from mine. The awareness became acute when somewhat strange sounds would occasionally drift over to my room. After a few weeks, I felt comfortable enough to inquire about the class and was introduced for the very first time to "Special Education."

The odd vocalizations were from a girl with a seizure disorder and a condition that was still called St. Vitus Dance. The disabilities, disorders, and disturbances covered a very wide range. Over time, Mary patiently explained and shared what she knew and did. As I became increasingly aware, I also became impressed with what she was able to do. Teaching "normal" 5th graders in a suburban school was tough enough for a rookie but what she was doing was truly incredible.

Then the inevitable occurred. As children "aged out," there was no place for them to go. There was no companion program for them to graduate to. At that time in western New York, there was Mary MacArthur's class and that was it; but times were changing.

As we moved towards the 60's, various mandates and classification systems were emerging. Cooperative arrangements between districts were being formed. BOCES came into being.

Finally, Mary asked me if I would move to the Jr. High and start a class for her older students plus some new referrals. To shorten a long story, I did it. The rest, as they say, is history.

I had little of Mary's charisma; I didn't even have her energy at half her age. I certainly lacked her skills, insight, and toughness. I never learned her ability to talk straight to parents who thought their child was going to be okay because the student had progressed so much while with her. She was there as my mentor and we talked every day about the kids. Eventually, I had illusions of adequacy.

When the program became a BOCES class, there was one more chance for Mary to be a pioneer. Referrals were coming in faster and faster. This made it possible to be more selective in setting up classes. Programs for the mentally retarded came into being; children with severe physical handicaps were being served in special settings. Mary's program became more focused on students with severe behavioral disorders. Harold Shepherd, a creative BOCES administrator, set up a classroom that would allow Mary and me to team-teach.

We took over what had been an Industrial Arts room in the old high school which was then being used as an elementary school. 21 emotionally disturbed students ages 7-14 from six school districts were brought together for basic instruction.

Needless to say, Mary ran the team, but together we grouped and regrouped until we found the best combinations. Sometimes it was one-on-one and sometimes the entire class was taught as a group.

We had progressed. The children went to art, music, physical education, and the library. We even had a speech therapist, school psychologist, and a one-day-per-month psychiatrist to talk to. The second year, we had a teacher's aide. Of course, we went to the Specials with the kids. We ate lunch with them and ran frequent parent meetings which were very well attended.

It was a wonderful three years, working in tandem with a legend. I grew as a teacher and eventually became certified in Special Education.

I really don't know what direction my career might have taken if that wonderful lady had not been assigned to the room across the hall from me. I do know that, because that did happen, I moved professionally in a different direction. Eventually, I left western New York but I tried to stay in touch. Mary was literally forced into retirement when she was past 70. I used to visit her when she was over 90. She remembered every child, every parent, and stayed in touch with many of them for years and years.

She's gone now. But remarkable people like this are never forgotten. Certainly, I can attribute my belief that good teachers make a difference to my association with Mary MacArthur.

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TRANSITION SERVICES FOR YOUTH WITH DISABILITIES: SYSTEMS CHANGE AND IMPLEMENTATION

by
Debra Colley and Doris Jamison

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The increased need to prepare America's young people for adult life has become evident across educational and employment systems. National and state agendas are a driving force for changing policy and practice, especially in the area of school-to-work transition. Educators are accountable to new standards of success. The standard is no longer that students complete school, but that they are prepared to be successful as productive and independent adults.

Themes of coordination across programs, accountability in terms of results, and preparation of youth for the work force are consistently reflected in legislation and policy at national and state levels. Goals 2000 and the School-to-Work Opportunities Act are shaping the national education agenda. Both pieces of federal legislation address the preparation of children and youth for employment. Goals 2000: Educate America Act, signed into law in March 1994, provides a framework for meeting the National Education Goals. Lifelong learning, school completion, and standards for academic and work skills are components that have a direct impact on the provision of secondary and transition services for youth with disabilities. The School-to-Work Opportunities Act, signed into law in May 1994, provides the framework for developing comprehensive school-to-work systems. The design of school-based, work-based, and connecting activities is intended to prepare all secondary and post-secondary students, including youth with disabilities, for high-skill, high-wage careers.

For youth with disabilities, preparation for adult life is a complex process, since issues related to independence, employment, and continued learning extend beyond the mandated school program. The implementation of transition services, as defined by the Individuals with Disabilities Act (IDEA) and the Rehabilitation Act Amendments of 1992, provides the opportunity to address these issues and effectively prepare young people with disabilities to live, work, and continue their education in the community after completing the secondary school program. To the degree that we rise to the challenge of systematically changing policies, practices, and roles to enhance the implementation of transition services, individual students and society as a whole will realize the benefits of increased community participation, increased economic independence through increased employment, and increased participation in post-secondary education.

Transition services are defined as:

> *"a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation."*

Inherent in this definition is the requirement for (a) coordinated planning, (b) post-school results, and (c) involvement of students in planning. The implementation of transition services necessitates changes in the way existing systems do their business. These changes must be fundamental if the transition principles are to become embedded in the service delivery systems. This type of change requires a systems approach and the development of new operating processes among the various programs.

The foundation for this systems change in New York State was established through the **Regents Policies on Linking Services for Individuals with Disabilities**. These policies set the direction for the State

Education Department to ensure that people with disabilities benefit from the full array of educational services and programs offered within the state. The policies were the result of a grass roots effort to develop a lifelong learning system, in which individuals with disabilities could access all educational opportunities and transition smoothly from one segment of the educational system to the next. The policies focus on:

- developing a comprehensive information base and clearinghouse mechanism to enhance educational and vocational planning for students with disabilities
- enhancing the school district level Committee on Special Education decision-making process related to the provision of transition services for youth with disabilities and incorporating vocational assessments and transition planning in the Individualized Education Program (IEP) process
- expanding pre-service and in-service training programs to better prepare professional staff for working with individuals with disabilities
- promoting the use of local interagency collaboration for transition planning for students with disabilities
- enhancing the availability of support services and participation of individuals with disabilities in college and university programs
- increasing skills of adult and continuing education providers in the areas of identification, instruction, and provision of support services for students with disabilities
- improving access to work force preparation programs for youth with disabilities.

In keeping with the policies and requirements for transition services in special education and vocational rehabilitation, a multi-year systems change approach was adopted in New York State. This approach would ensure that appropriate provision of transition planning and services for all secondary students with disabilities would be a fundamental and lasting component of educational services in this state.

SYSTEMS IMPLEMENTATION

New York State's model for systems change (Figure 1) reflects the grass roots involvement of stakeholders with state agency leaders to identify systems components and establish mechanisms for ongoing input, capacity building, and implementation. Within the systems model, seven components of the system are identified and targeted as the focus for change. These include student involvement, family support and participation, secondary education, adult services, post-secondary education, employment, and independent living. Stakeholders have been identified to represent each component, and statewide initiatives have been developed to effect changes in each component. New York State is progressing steadily through the five phases of systems change that are depicted in the model.

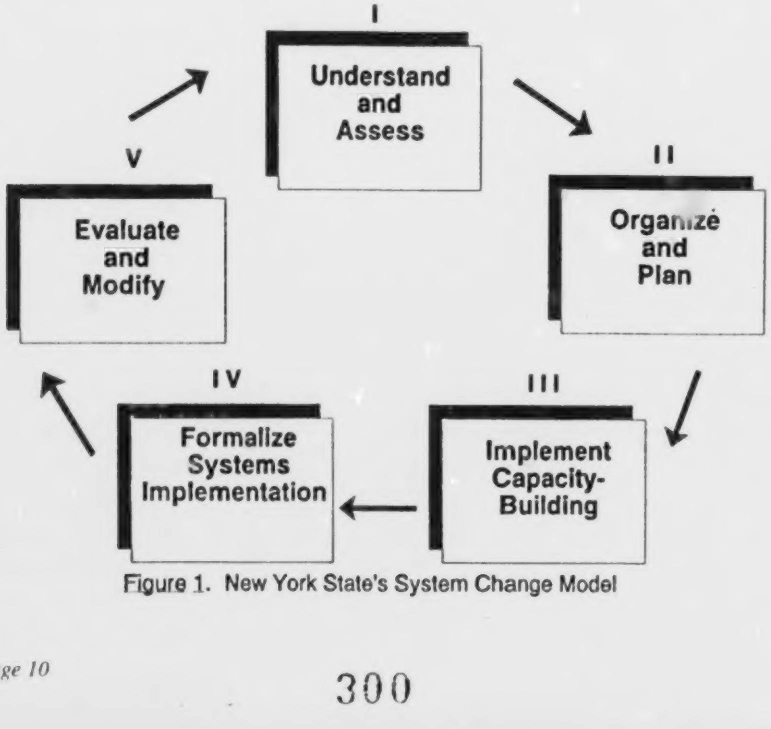

Figure 1. New York State's System Change Model

Understanding and Assessing (Phase I)

This phase of the systems change includes opening dialogues with stakeholders to obtain their input and knowledge on the need for change as well as conducting formalized needs assessment surveys. Initiatives to ensure input from stakeholders have been ongoing since 1990, when the first regional forums on linking services were conducted. Since that time, the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) has continually worked through grass roots initiatives to develop the transition system in New York State.

Statewide and regional work groups and advisory councils meet regularly to assist both the state and community educational programs to recommend specific changes that were needed across the system. Existing state-level work groups include the Statewide Transition Leadership Coordination Group (65 individuals representing education, state and community agencies, families, consumers, post-secondary programs, and employment specialists), Family Focus Group, Independent Living Work Group, and a Bilingual Focus Group. These individual work groups provide a forum for VESID (which coordinates both special education and vocational rehabilitation services) and the Commission for the Blind and Visually Handicapped (CBVH, which coordinates vocational rehabilitation services for persons who are blind or visually impaired) senior management to consult with individuals to gain an understanding of field issues and obtain recommendations for policy directions and suggestions for improving implementation methods.

To assist in obtaining on ongoing understanding of the concerns of key groups, surveys were developed in 1992, and data were collected to determine the perceptions of educational administrators and staff, families, community service personnel, employers, and others with regard to specific practices within the transition process. Initial training steps and priorities for activities by eight regional Transition Coordination Sites were designed based on this input. A mid-point survey is currently being conducted statewide with randomly selected stakeholders to determine what the current concerns may be and how strategies may need to be adjusted.

Organizing and Planning (Phase II)

This phase of the systems change process reflects the state and regional planning necessary to prepare for the systems change and implementation. The framework for organization and planning includes state-level direction and policy setting, as well as regional planning.

The primary vehicles for organizing and planning for transition services in New York State have been the Regents Policies on Linking Services for Individuals with Disabilities and the Joint Agreement on the Provision of Transition Services to Youth with Disabilities. The Joint Agreement was developed among State Education Department Offices of VESID and Elementary, Middle, Secondary, and Continuing Education (EMSC), and CBVH. The Agreement established the basic principles under which the state and local level general, vocational, and special education systems and the vocational rehabilitation systems will work together in a new relationship on behalf of transition.

Based on the recommendations obtained from the consultation work groups and additional meetings and planning sessions, a framework of policy and procedural guidelines has been established for school districts and VESID and CBVH offices. Core concepts in the new policy framework include: that transition planning and services are holistically incorporated in every student's IEP beginning at age 15, and that the vocational rehabilitation system is seeking referrals of appropriate students within two years before school exit for the purpose of assuring that the Individualized Written Rehabilitation Program (IWRP) will be completed before the student leaves school.

In anticipation of community questions about implementation, VESID is establishing library and clearinghouse services. The purpose of the clearinghouse is to provide a one-stop place for transition service information and referral services for students, their families, and community transition planners. Resource materials are being catalogued and indexed in a central location, data are being entered on services/programs at state and local levels, and computer links have been established at each regional Transition Coordination Site. Additional access points will be piloted at libraries, schools, and community agencies.

Transition implementation requires educators, students, and families to shift from an internal focus on what happens within the school building to a broader collaborative vision through which educational planning is shared with community services. To enable this activity to occur more readily, several state-level intra/interagency agreements were forged. VESID and SED

Office of Higher and Professional Education developed a Joint Agreement to ensure the coordination of programs and services for people with disabilities. The agreement provides a framework to assist post-secondary institutions to jointly encourage qualified students with disabilities to participate in collegiate programs. One of the goals of the agreement is to encourage institutions of higher education to work with secondary schools in assisting qualified secondary students with disabilities to make the transition to college. Additional agreements made at the state level across systems include agreements with the Office of Workforce Preparation and Continuing Education to increase student access to adult and continuing education, workforce preparation, and guidance services. Interagency agreements with the Office of Mental Health (OMH) and the Office of Mental Retardation and Developmental Disabilities (OMRDD) similarly emphasize the expected collaboration of these service systems with local educational programs concerned with planning and delivering transition services.

Implementation and Capacity Building (III)

Movement from policy-setting and planning to implementation occurs in this phase. The capacity for systems change is developed through key stakeholders and regional pilot projects to identify various models and effective practices. The primary strategies for capacity building within regions have been the establishment of technical assistance sites, training, provision of incentives, and intra/interagency links.

The eight regional Transition Coordination Sites were established to assist local communities to implement transition planning and services. The core objectives of site activities are:

- to coordinate existing resources within the geographical area of each site in order to provide information, training, and technical assistance to local districts, families, students, and community agencies in their implementation of transition planning
- to assist at the local and community levels in expanding services to enhance transition of students with disabilities from school to post-secondary educational opportunities, adult vocational rehabilitation services, and employment.

The sites provide local leadership and promote partnerships to change local systems of serving youth in order to enhance the planned, orderly process for schools, families, and community organizations to implement transition planning and services. Activities can include training conferences, individual technical assistance and problem solving, practical guidelines, and community resource referrals. Sites also assist community programs and schools to develop models of practice that demonstrate good transition collaboration.

Extensive training activities are continually held at the state and regional levels to involve school district administrators and staff, community service organizations, state agency representatives, students, and their families. The cadre of individuals who have participated in all training is now becoming the core leadership force at the community level through their ongoing implementation practices and participation in community advisory and planning groups.

In addition, regional capacity-building activities have been instituted. The regional activities have focused on student involvement, family support, secondary education, adult services, post-secondary education, employment and workforce preparation, and independent living. Strategies to accomplish changes in each of these system components are interwoven. They involve training the stakeholder to participate in new ways in the process, and training related stakeholders to be responsive to new roles of others. Training activities not only address the process of planning, but the resources to consider in planning. Information dissemination involves not only the message but the degree to which the message is accessible to the various audiences. Inter-disciplinary and interagency planning teams are being developed at the community level to establish connections among stakeholders who previously have not linked their activities. Figure 2 demonstrates how multi-dimensional strategies are being used for developing the component of student participation.

Formalizing Systems Implementation (Phase IV)

This phase of the systems model reflects "rolling out" of the system throughout the state. Steps are taken to ensure that changes are comprehensively institutionalized within local, regional, and state systems. The policy framework, pilots of effective practice models and regional planning functions, must become a natural practice of participants in the system at all levels. During this phase, systems change activities move from defining basic understanding of what transition implementation means to assuring that the natural process owners formally assume their roles and responsibilities.

Figure 2. Compilation of Strategies to Support Student Participation

- Expand uses of student-centered planning techniques.
- Develop and provide training models and print materials for school districts and independent living center programs to use in preparing students for their participation in delivery of transition services and supports, including IEP meetings.
- Increase student awareness of adult options by providing print information and sponsoring college and service fairs. Hold conferences on Saturdays and evenings. Address topics of immediate interest (getting jobs, going to college) to students. Use presentation formats and language styles that are free of jargon.
- Develop student leadership skills by involving students in planning, developing, and implementing informational events, training, and materials for students. Support students to arrange for and conduct their own IEP meetings. Appoint student representatives on school district and interagency advisory councils.
- Train school personnel, families, and adult agency staff to accept student participation. Adjust adult agency print materials to aid student understanding and ease of input into the transition planning/career assessment process.
- Conduct outreach activities to demonstrate how to address different student planning needs for a wide variety of disability populations and for a diverse population including minority and Limited English Proficient students.
- Involve parents in promoting involvement of their children in the decision-making process by: parents addressing parents at regionally-sponsored conferences; distribution of material promoting student involvement in curriculum development as well as IEP meetings; designing conference announcements asking parents to being their children to day and evening programs about service options; redesigning form letters addressed to parents to encourage their students to attend and participate in IEP meetings and reviews.
- Provide mini-grant incentives to foster local development of models of student participation.
- Publicly recognize student achievement. Use former students as role models and mentors.

As the natural owners need less support, the technical assistance supplied by the system change agents shifts from basic training to seeking gaps at the community level and targeting actions to remedy problems or deficiencies.

One method of formalizing systems includes circulating materials that define specific practices. VESID and CBVH developed and circulated to all school districts a single-page Transition Referral Transmittal Sheet for use in referring school-age youth to the rehabilitation system. The transmittal sheet includes all key information for an application for rehabilitation services (including the student's signature) and identifies key evaluation data that are needed from the school records. After identifying the need for a vocational rehabilitation referral, the district obtains the consent of the student and family for the referral, completes the transmittal form, and attaches copies of appropriate school records. If completed appropriately by the referring school district, the referral packet includes a signed application statement plus sufficient documentation to expedite the vocational rehabilitation agency's determination of eligibility and to convey understanding about the student's abilities and needs, so that vocational rehabilitation service planning can begin immediately.

In order to formalize the role of the comprehensive system for personnel development in the state, steps are being taken to involve the natural training system in providing ongoing training on transition planning and services. The Special Education Training and Resource Center (SETRC) network and the Special Education Administrators Leadership Training Academy (SEALTA) network provide in-service training statewide for special educators. Transition training objectives have been incorporated in the Statewide Purposes component of the SETRC annual planning process. A comprehensive curriculum was developed as a companion to the district guide, and modules are bow being delivered by SETRC and SEALTA training specialists statewide to all school districts.

Region by region, transition leadership teams are being formed of regional managers of vocational rehabilitation and special education managers of VESID and CBVH. These key managers are collaborating on regional planning for local systems improvements that will support the direct service level personnel in schools and vocational rehabilitation counselors under the new policy framework that has been established.

Evaluating and Modifying (Phase V)

This phase represents analysis and continuous improvement. Both quantitative and qualitative analyses are necessary to evaluate outcomes and continually modify the system. Individual system's evaluations occur through monitoring and case review procedures. Evaluation of the system and its impact will be conducted through statewide formative and summary data collection, information from the Special Education Part 200 Management System, data from the VESID Management Information System (MIS), and information from quality assurance and monitoring initiatives.

As the policy framework was built, data collection items were added to implementation procedures. For example, specific questions regarding transition activities and school statistics have been added to the quarterly report forms collected electronically from Independent Living Centers (ILCs). Information on youth initiatives being undertaken by Independent Living programs can be reviewed on an ongoing basis. Early indications are that, as a result of involving this stakeholder group in transition implementation, there is increasing involvement by ILCs in preparing students for community participation. Similarly, the Transition Referral Transmittal Sheet described earlier contains a space for the school district to report its identification code. VESID's data system was re-programmed to include the code, so that the vocational rehabilitation system can report back to schools on the results achieved by former students referred to vocational rehabilitation.

VESID is in the process of modifying program monitoring mechanisms to incorporate routine reviews of the degree to which school district practices and vocational rehabilitation case services comply with transition requirements. This will enable remedial action and best field practices to be readily identified on an ongoing basis.

CONCLUSION

The systems changes needed to implement transition services must be fundamental and far-reaching to ensure that youth with disabilities are prepared for adult life. Not only are numerous components involved, but attending to the interrelationships among the components is critical for succeeding in changing practices and the climate that will enable the practices to become self-sustaining. The focus of activities must also change over time in order to keep building on early accomplishments and moving stakeholders ahead to a point of natural ownership of the system. Periodically revisiting the cycle of change is necessary to keep the momentum of change focused on results.

IS ANYSEED FOR ME?

Over thirty years ago, a group of educators from around the State of New York worried about the trends they were seeing in the education of students with severe behavior management needs. At that time, 94-142 hadn't been enacted and New York State didn't have programs to meet the needs of this population. Most of these students were, in fact, provided for in residential treatment centers. The only area of special education certification available in New York State was for teachers of the mentally retarded and physically handicapped.

It was in those early special education years ('64 & '65) that a small core of individuals decided to form a professional organization especially designed to meet the training needs of individuals working with the emotionally disturbed. They went through the process of having this organization chartered by the New York State Board of Regents and declared as a non-profit organization by New York State and the Federal government.

The steering committee of this new association, called the Association of New York State Educators of the Emotionally Disturbed (ANYSEED), decided to hold annual conferences as a vehicle to allow practitioners to discuss new ideas and/or methodologies. From the beginning, they strove to include the best speakers available in the field of behavioral disorders.

The above is well known by those who have been involved with the organization for years; however, it is re-stated here for the benefit of those who are relatively new in their knowledge of ANYSEED. The strength and vitality of any organization is the blend of new with the old. We need both kinds of members.

The banner for this article says, "**IS ANYSEED FOR ME**?" We think it is! In fact, we believe you would be hard pressed to find a professional organization which can do more for you for our annual membership cost of only $30. Membership runs from April 1st annually through the following year's conference in March. It includes:

a) Reduced rate registration at annual conferences which rival any conference in the country in terms of workshop timeliness, quality, and caliber of keynote presenters;
b) Annual issues of our ERIC-indexed journal, *Perceptions*, a Journal for Practitioners;
c) Legislative and special issue positions on issues which affect our profession;
d) Organizational support through regionalized local ANYSEED chapters and mini-conferences;
e) Membership in New York State's largest organization of teachers serving behaviorally disordered children and youth;
f) A tax deduction on New York State and Federal income tax returns.

It is important for you to know that ANYSEED is non-profit, and that our officers are elected by our membership as volunteers. ANYSEED has no employees and utilizes all revenue for the purposes of training.

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DISCIPLINING STUDENTS WITH DISABILITIES

by

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Students with disabilities present many knotty problems for educators, not the least of which is what can be done with these students when they commit disciplinary infractions. Rules that were intended to protect the rights of students with disabilities limit educators' options when these students misbehave. Students with behavioral problems complicate disciplinary procedures, because the behaviors that get them into disciplinary trouble are sometimes the same behaviors that first brought them to the attention of school authorities. If they are exempted from the consequences of their behavior, they do not get the opportunity to learn to behave normally, which is the very opportunity the Individuals With Disabilities Education Act (IDEA) was intended to protect.

A typical reaction for misbehavior is to remove the offending student from typical students and normal routines and interactions. Removal, it is reasoned, punishes the student by taking away a desired set of interactions and freedoms, and it protects the general population from the behavior of the offending student. However, removal also severely restricts the opportunities the student has to learn from those relationships, routines, and interactions. This circumstance is particularly vexing when students with disabilities are involved, because an appropriate program for this student, which is required by law, often must involve his/her learning appropriate ways to relate, interact, and use the freedom that social interaction allows. Such learning opportunities are available only in the typical school environment. As a result, educators find themselves at crossed purposes when they consider the disciplinary alternatives for these students. Should they remove the student, thus protecting the educational setting from disruption but diminishing the effectiveness and appropriateness of the student's program? Or should they protect the student's program and risk disruption of the education of other students in the general school environment? Special educators often find themselves in the middle between the individual student's right to an education and the school community's need to be protected from disruption.

Legal Background

As early as 1972, the courts recognized that students with disabilities required special protection when they were being disciplined. In Mills v. Board of Education of the District of Columbia (1972), the court held that students with disabilities could not be suspended from school for more than two days without proper notice to parents that provides the reasons the disciplinary action is being taken and an explanation of the procedural rights of parents, including the right to an evaluation and the right to examine school records. In S-1 v. Turlington (1986), the court ruled that disciplinary procedures do not occur independently from the procedures included in IDEA and that expulsion is a change in placement. The school district had argued that students with disabilities who were expelled gave up their rights under IDEA when they were expelled, especially since their behavior was not related to their disabilities. They argued that only in the case of students with serious emotional disturbance could an argument be made that behavior and disability are related. Since the students in this case were mentally retarded, their behavior and disability were not related, according to the school. The court rejected their argument by ruling that consideration by a panel of experts was necessary to make a determination that behavior and disability are connected, and that a school could not make such a determination unilaterally.

The United States Supreme Court addressed the issue of disciplinary procedures for students with disabilities in Honig v. Doe (1988). In this case, California's Superintendent of Public Instruction argued that the Court should allow a district to exclude two students with disabilities from the public schools while disciplinary proceedings were being conducted, since their disruptive behavior constituted an emergency that required extreme action. The state argued that Congress could not have intended for dangerous and disruptive students to remain in the educational environment during the time that administrative remedies were being exhausted in their cases. The Supreme Court disagreed, stating that Congress did indeed intend to prevent schools from making unilateral decisions about students with disabilities when it established the "stay put" provision, which specifies that a student with a disability must remain in his/her current placement during the pendency of a proceeding in which his/her program is being contested. The Court reasoned that the historical exclusion of students with disabilities and the rulings in litigation prior to passage of P.L. 94-142 prompted Congress to preclude the use of any emergency exemption (McCarthy and Cambron-McCabe, 1992). Congress intended that decisions about the placement of students with disabilities be made in collaboration with parents. Since a decision to expel is made unilaterally by the school, such a decision violates the stay-put provision and due process of law.

Recently, provisions for disciplining students who exhibit dangerous behavior, such as possession of a weapon, have become controversial. Widespread concern about violence in schools has caused many school leaders and policy makers to call for tough action whenever a weapon is brought to school. Many schools have established a zero tolerance policy that requires swift and sure responses when students bring weapons to school. The Congress has passed the Gun-Free Schools Act, which calls for automatic expulsion for any student who brings a firearm onto school property. These provisions are troublesome for educators who work with students with disabilities, because policies and case law prohibit exclusion specifically and any unilateral decision on the part of the school district generally. In addition, procedures in special education are driven by an assumption of individualization. Any decision in which a uniform penalty is applied flies in the face of that assumption. As a result of these quandaries, educators are confused about what they should do regarding students with disabilities who bring weapons to school. They are criticized by those who believe that the rights of individual students have wrongly displaced the rights of the school as a community when educational decisions are being considered.

Given the constraints that are placed on educators who must discipline students with disabilities, the following questions and answers are provided to guide disciplinary procedures. Generally, educators must assure that students with disabilities have their right to a free appropriate public education protected, that decisions be made on an individual basis, and that due process procedures be followed.

Can a student with disabilities be expelled?

A student with a disability cannot be expelled from school if the student's behavior is related to the student's disability. The district should have a policy that provides for a panel of experts (e.g., the Committee on Special Education in New York) that makes the determination about whether behavior and disability are related in this case. Even if the panel finds that there is no relationship between the behavior and disability and the student can therefore be expelled, the district may still be responsible for an educational program for the student. The courts have supported the zero reject principle for students with disabilities, and therefore complete cessation of educational services is unlikely to be supported. If a student is expelled, the district should make arrangements for a placement in a more restrictive, but appropriate, placement for the student.

The courts have been very clear and consistent in cases where school districts have moved to expel students with disabilities. The courts rely on the zero reject provisions of IDEA (Turnbull, 1944), which state that all children with disability shall receive a free appropriate public education (FAPE). According to their reasoning, expulsion, by definition, is a cessation of services. Ceasing to provide services to which a student is entitled is a denial of his/her rights under IDEA. Courts have also established that a causal connection between the student's disability and his/her behavior must be considered during expulsion proceedings (S-1 v. Turlington, 1981; Doe v. Koger, 1979). If the student's disability causes his/her behavior problem, a decision to expel the student is discriminatory and results in a unilateral change of placement, an action which is clearly not permitted under IDEA. Therefore, schools cannot expel a student for behavior that is related to his/her disability.

For students with emotional disturbance, the causal connection requirement presents a difficult problem for educators. Categorization of student as emotionally disturbed often follows serious behavior and disciplinary occurrences. Therefore, it may be extremely difficult to argue that the behavior and the disability are not causally connected, especially when the school has been the agent for the child's identification as a student with emotional disturbance. Identifying a child as emotionally disturbed after a series of behavioral outbursts and then arguing that s/he can be expelled because the behavior is not related to the disability is extremely precarious reasoning.

Courts have not been consistent in their opinions regarding whether a child can be expelled if there is no causal connection between his/her disability and behavior, but a general understanding of regulations, case law, and opinions from the U.S. Department of Education indicates that services for a student with a disability cannot be completely terminated (McCarthy & Cambron-McCabe, 1992). Rather, an appropriate course of action would be changing the student's placement to a more restrictive setting. In effect, the courts are saying that an identified student cannot be expelled if his/her disability and the offending behavior are related. S/he can be expelled if there is no relationship, but educational services still cannot be stopped. Homebound instruction or placement in a more restrictive environment may be substituted for school attendance, if no causal connection is found. A student with a disability remains the responsibility of the local school district, regardless of any expulsion that might occur (Turnbull, 1994).

Can a student with a disability receive an out-of-school suspension?

The courts have consistently ruled that up to ten days of suspension is a permissible response for a school to take with students with disabilities, but serial suspensions are inappropriate (Hartwig & Ruesch, 1994). In Blue v. New Haven Board of Education (1981) and Howard S. v. Friendswood Independent School District (1978), courts ruled that suspension for more than ten days violates the right to a free appropriate public education and that placement on homebound instruction or in a private school because of disciplinary problems violates the least restrictive environment provision (Turnbull, 1994). Serial suspensions have been called into question because they have the same effect as an expulsion. Educators should make arrangements to review the individual education program (IEP) and placement of a student if the need to suspend the student occurs frequently. Frequent behavioral problems may signal that the IEP and/or placement are not appropriate to the student's needs.

Are students with disabilities subject to the other range of disciplinary options that govern the behavior of typical students?

In Honig v. Doe (1988), the Supreme Court validated a range of typical disciplinary strategies for use with students with disabilities. Schools may suspend students with disabilities for up to ten days; they may restrict students' privileges, use time-out, or place students in detention or in-school suspension; and they may request injunctive relief to exclude a child, if they can show that the child is truly dangerous and the parents will not agree to a change in placement. A student with a disability may be disciplined if the behavior is dangerous to others or disrupts the educational process. Schools may also move to change the placement of a student with a disability for disciplinary reasons, as long as procedural due process rights are afforded to his/her parents and procedures are followed for reevaluation and the development of a new Individual Education Plan (IEP).

Students with disabilities may have their privileges restricted, receive verbal warnings, receive counseling, or be placed in time-out, detention, or in-school suspension. If disciplinary action results in a short-term separation from instruction, the student should be provided with work that is appropriate to his/her educational program and needs. In addition, it is good practice to involve parents in the disciplinary process by discussing behavior and disciplinary consequences during the development of the IEP.

What should school officials do when a student with a disability beings a firearm to school?

The Gun-Free Schools Act is very clear in "requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a weapon to school" (Sec. 14601). However,the Act also allows the chief administrative officer of a school district to modify the expulsion on a case-by-case basis, and the law changes the "stay-put" provision by allowing the district to move the student with a disability to an interim alternative placement for a period of forty-five days. If the student's parents or guardian requests a due process hearing, the student "stays put" in the alternative placement (TSE, October 29, 1994; December 10, 1994).

The U.S. Education Department has issued guidance to states that argues that the provisions of the Gun-Free Schools Act do not conflict with the provisions of IDEA or Section 504, as long as procedural safeguards are provided and as long as the student continues to receive the special education and related services to which he/she is entitled. Services may be provided in another, more restrictive setting. The guidelines also suggest that a short-term suspension can be used to diffuse any immediate threat that a student's presence in an educational setting might present (TSE, October 29, 1994).

If a student with a disability brings a weapon to school, school officials must be sure to afford all necessary due process, to make the decision on an individual basis, and to establish whether a causal connection exists between the student's disability and the act of bringing a weapon to school. The student may be placed in an alternative placement for up to forty-five days, and suspension may be used to invoke a cooling-off period. A determination about the appropriateness of the placement and the content of the IEP should follow any action taken by the school or district.

What effect might disciplinary concerns have on least restrictive environment?

Much concern has been raised by educators and parents about the school's responsibility to educate students with disabilities in the least restrictive environment. This issue is particularly controversial when students who have behavioral problems are concerned. The tension between the student's individual right to an appropriate education and the school community's need to maintain an orderly environment conducive to learning for all students is especially evident when the student's disability involves disruptive behavior. The courts and regulatory agencies have been relatively clear about requiring that states and districts assert the IDEA preference for educating students with their typical peers to the maximum extent appropriate.

Legal decisions in such cases as Daniel R.R. v. State Board of Education (1989), Greer v. Rome City School District (1991), Board of Education of Clementon v. Oberti (1993), and Sacramento Unified School District v. Holland (1994) provide guidance for educators as they make decisions regarding least restrictive environment. When schools consider the least restrictive environment for students with disabilities who have behavior problems, they must take into account the kinds of support that will be necessary to maintain the student's behavior in the least restrictive setting. The school must seriously consider which supplementary aids and services, curricular and instructional adaptations, must be available for a child to function effectively in a regular classroom. If a student with a disability is to be separated from his/her typical peers, the district must balance academic, social, and communication skills in developing the IEP. The district must also determine the benefits of a segregated placement over a nonsegregated placement.

The courts have consistently ruled that the needs of the individual student with a disability must come first when decisions about least restrictive environment are at issue. However, whether the student's presence in the regular classroom is so disruptive as to negatively impact the education of other students can also be considered, as can the amount of time that the student requires from the teacher. When considering these issues, educators must be very careful to assure that the individual student's program remain the first concern of those who are making these decisions.

What is the role of the student's special education teacher in disciplinary processes?

Educators have to be constantly vigilant that the system, as it is embodied by individual teachers and administrators, does not exact retribution from students that is unduly harsh or counterproductive to the educational process. The special educator's responsibility to students with disabilities is to provide a program that is educationally beneficial. Discipline is part of that educational program. When teachers have participated in a behavioral incident, they might have a difficult time separating themselves from the occurrence in order to advocate for the student.

The special educator's responsibility is to act as an advocate for an appropriate program for the student. Advocacy entails supporting the student's right to an education in the least restrictive environment while recognizing that behavioral disruptions interfere with the education of other students. If a student's behavior is so severely disruptive that the educational process is endangered for other students, a more restrictive setting may be appropriate for the student. The special education teacher is in a good position to provide information about the behavior and the current placement so that any change in placement is based on a well-informed decision-making process that involves all those necessary, including the parents.

Educators who work with students with disabilities must assume an active advocacy to assure that their students receive a program that is appropriate to the children's needs, compliant with state and federal regulations, and high in quality. This advocacy sometimes requires that educators take risks, because the services their students require violate traditional educational practices, consume financial and educational resources, and involve historically under-represented students.

These factors put the special educator as advocate in a precarious position, because s/he is asking that the school system provide services it is not accustomed to providing at a cost that it is not prepared to support.

When it comes to disciplinary practices, special educators have a difficult time with their advocacy role. First, they are asked to support what they perceive to be a dual system of discipline, a position that is politically, philosophically, and ethically ambiguous. Second, the special educator is often involved in the disciplinary incident, either as an observer, a rule-giver, or occasionally the victim. The teacher's authority may have been challenged; the teacher may have been the recipient of the student's anger, verbally or physically; the teacher may have observed egregious instances in which other students were emotionally or physically hurt. Teachers have to remember not to take transgressions personally and to keep their advocacy role in mind when the consequences of the student's behavior are being considered. They must also weigh the effects of the disruption on other students. Maintaining this balance in the emotionally-charged atmosphere that serious behavioral disruptions engender can test the special educator's professional and personal resolve.

Summary

The student with a disability who exhibits behavioral problems creates challenges for the school and the special educator. Educators must balance their legal responsibility for an appropriate education for the student with a disability against their professional responsibility to provide a school climate that is safe, orderly, and conducive to learning for all students. This balancing act requires that educators follow the letter and spirit of due process of law, individualized education, and least restrictive environment to assure that students have the educational opportunities they need to benefit from the social, emotional, and academic interactions they have in school.

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CHARACTERISTICS OF A "GOOD TEACHER" AS REPORTED BY EMOTIONALLY AND/OR BEHAVIORALLY DISORDERED STUDENTS

by
Thomas McIntyre

Thomas McIntyre, Ph.D., is a professor in the Department of Special Education at Hunter College of CUNY, and a past contributor to Perceptions.

Students, including those labeled as being emotionally and/or behaviorally disordered (EBD), have definite ideas about "what makes a good teacher" (Bergreen, 1988; McIntyre & Silva, 1992). We know that general education students (Bergreen, 1988), including marginal, non-motivated students, are most likely to attend the classes of teachers they like (Wehledge, 1983). Given the positive results that accrue for "good teachers," educators of EBD students, the pupils who are least likely to display appropriate behavior, would be especially interested in knowing which traits these students prefer in teachers. Given the aforementioned preference for "good teachers," it might be reasoned that EBD students might also behave better and work more diligently for teachers they like, admire, and respect.

Traits of Teachers Preferred by EBD Pupils

There is little information about which skills and aptitudes are necessary for effective teaching of EBD students (Gable et. al., 1992; Kauffman & Wong, 1991; Rizzo & Zabel, 1988), and little is known about what discriminates them from other instructors (Kauffman & Wong, 1991). Researchers have attempted to delineate important competencies for teachers of EBD youngsters by surveying and observing these educators. Identified traits include skill in behavior management, ability to manage crises, being able to establish and maintain positive social interactions, ability to implement individual behavior plans, effective teaching of social skills, and competence in dealing with students' personal problems (Gable et. al., 1992). Investigators have also concluded that special educators working with EBD pupils are more tolerant and less demanding that general educators (Algozzine, 1980; Kerr & Zigmond, 1986; Safran & Safran, 1987; Walker, 1986; Walker & Lamon, 1987; Walker & Rankin, 1983). Certainly much more in the way of effective traits of teachers remains to be identified.

When other public agencies want to improve service delivery, they query their customers. In all the research on teachers, general or special education, no one has yet asked the students for their contributions. Two decades ago, Darling (1974) did report on his informal conversations with delinquent youth, noting that they had certain preferences for teacher instructional and interactive style. He wrote that, in order for programs for these youth to work, each student must have at least one reliable and important adult to whom to attach him/herself. He reported that these youth valued patient and accepting teachers who provided opportunities for success and demanded each student's best effort. Clearly defined classroom limits were also respected. McIntyre (1991), based on his experiences and study of urban, black, socially-maladjusted youth, reported that they valued humorous, confident, "street-smart" instructors.

The reports of Darling and McIntyre are suspect in that they reflect the authors' perceptions of what is valued by students. This investigation took a different approach by directly asking EBD students what they consider to be the characteristics of a good teacher.

METHOD

Instruments

In the two-page survey designed by the author, the cover sheet requested background demographic information (e.g., age, sex, race). This page also contained questions regarding "good teachers." The second page of each survey listed traits gleaned from the literature and an informal querying of 34 EBD students who were not included in this study. Students rated the importance of each trait for effectively teaching them by circling one number on a four-point scale (i.e., 1=not important; 2=it helps; 3=important; 4=must do). [A sample questionnaire may be obtained from the author.]

Participants

The students were 307 New York City public school pupils, ages 5 to 20, labeled emotionally and/or behaviorally disordered.

Procedure

Students in eleven programs for emotionally and/or behaviorally disordered students were recruited for this study. Teachers administered the survey to their pupils in any manner deemed most likely to yield true perception (translating questions, group or individual administration, etc.). All surveys were completed anonymously, collected by the administrator of the document, and delivered to a designated person at each site who then returned the completed forms to this researcher. The researcher conducted frequency counts and calculated mean ratings to assess differences by students' demographic characteristics.

RESULTS

Of 309 pupils asked to complete the survey, 307 students (99%) did so. Of the returned surveys, the rating sheets for 12 (3.9%) students had to be eliminated from analysis because response configurations indicated they did not respond in a thoughtful manner. No demographic data were available for these non-respondents.

Of those reporting their age, 14% (42) of the students were between the ages of 5 and 8, 33% (98) between 9 and 12, 40% (121) between 13 and 16, and 13% (39) between 17 and 20. Seven students did not indicate their ages.

Of those students who indicated their gender, boys (238) comprised 84.7% of the sample. Girls (22) made up 15.3% of the respondents. Twenty-six respondents did not indicate gender.

Of the respondents, 55.4% (164) were Black, 18% (53) were Hispanic, 11.4% (34) were White, and 15.2% (45) were of mixed racial/cultural heritage. Eleven students did not indicate their racial/cultural identity. Of Blacks, 143 were boys and 21 were girls. For Hispanic respondents, 43 were boys and 10 were girls. The White group was comprised of 25 boys and 9 girls.

Students were asked five questions on the bottom half of the front sheet of their surveys. When asked "Do you work harder for a good teacher?" 90.4% answered "Yes," while 8.6% indicated that they did not. An analysis of variance showed that this response was significantly more true for those in the 17 to 20 age group than for those in younger groups.

To the question "Do you behave better for a good teacher?" 86.4% responded affirmatively and 13.6% said they did not. There were no significant differences by background characteristics.

When asked "Do you go to class more often when it is taught by a good teacher?" 90.4% responded "Yes," while 9.6% indicated that they did not. There were no significant differences by background characteristics.

Responding to "If you had a choice, which would you choose to be your teacher?" 18.75% preferred an instructor of their own racial/cultural group while 80.6% reported that the race/culture of the teacher did not matter to them. Interestingly, two students preferred a teacher from a race/culture other than their own. There were no significant differences by student background characteristics.

When asked "If you had a choice, which would you choose to be your teacher?" 16% preferred a man, 34% preferred a woman, and 50% expressed no preference. Responses to this question did vary by age. Students in the 5-8 and 9-12 age groups preferred a woman over a man significantly more often than older students. Students in the 13-16 and 17-20 age groups significantly more often did not have a preference for teacher gender.

Part two of the survey asked respondents to rate 31 listed characteristics on a four-point scale. The ratings and rank order are listed in Table 1. Students' perceptions of the listed teacher characteristics often varied by race/culture, age, gender, or other identifying trait. These differences are also listed in Table 1.

Table 1 on next page.

Table 1. Rank Order of Teacher Traits.

Rating Choices Available: 1 = not important 2 = it helps 3 = it helps 4 = must do

Trait Categories (TC):
I = Instructional Skill; R = Respectful treatment of students; B = Behavior Management Skill; P = Personality trait

Demographic Codes:
B = Black; BB = Behave better; DB = Don't behave better; F = Female; H = Hispanic; M = Male; W = White; Numbers = Ages

NOTE: The group(s) listed before the arrowhead in parentheses rated the item as being significantly more important than the group(s) following the arrowhead (e.g., F > M = Females moreso than Males).

TC	Average Rating	Item
(I)	3.32	Does a good job of explaining things (F > M)
(I)	3.30	Helps you understand why its important to know what you're learning
(I,B)	3.25	Notices when you do good work or try your best
(I,P)	3.25	Patient and doesn't rush you. Goes over things again without getting upset
(I)	3.25	Makes sure you know everything you need to know before teaching new stuff (F > M)
(I)	3.22	Makes you try hard and demands your best effort
(R)	3.22	Listens to you
(R)	3.22	Respects your opinion
(R)	3.21	Doesn't treat you like you're stupid or underestimate you
(R)	3.20	Tells the truth and doesn't lie to you
(R,I)	3.19	Gives you information you can use in real life
(R)	3.18	Talks with you when you have problems (5-8 > 13-16 & 17-20)
(R)	3.14	Keeps your secrets private
(R)	3.13	Cares about you (F > M)
(I,B)	3.12	Lets you know what they expect you to do (F > M)
(I)	3.12	Gives interesting lessons
(P)	3.10	Nice person (F > M) (BB > DB)
(P)	3.07	Likes kids (5-8 > 13-16)
(R)	3.05	Tells the truth when telling other people about you
(I)	3.04	Doesn't embarrass you when you make mistakes
(R)	3.03	Gives you a chance and doesn't judge you right away
(R)	3.02	Stays calm and doesn't yell at you for little things (5-8 > all other age groups) (B&H > W)
(B)	3.01	Consistent so you know what to expect and how they will act (5-8 > 13-16 & 17-20)
(P)	2.99	Friendly (5-8 > 13-16 & 17-20)
(I)	2.97	Tells you how what you already know will help you in life
(P)	2.90	Fun to be around (5-8 > 13-16 & 17-20) (H&B > W) (BB > DB)
(P)	2.86	Has a good sense of humor (5-8 > 13-16 & 17-20) (B&H > W)
(B)	2.85	Can't be "conned" or fooled by lies that kids tell (5-8 > 13-16 & 17-20)
(P)	2.80	Is relaxed and easygoing (5-8 > 13-16)
(I)	2.80	Acts like they know what they are doing (5-8 > 13-16 & 17-20) (BB > DB)
(R)	2.78	Likes you even if you act up (5-8 > 17-20)

DISCUSSION

In this study, EBD students were canvassed directly regarding teacher trait preferences. Shortcomings are evident, however. For example, only desirable traits were listed on the second part of the instrument. There exists the possibility that no traits would have been rated by students as undesirable. Additionally, it is difficult to produce significant differences between items when all are positive in nature. However, this arrangement did require students to quantify and prioritize their choices. Other investigators may want to assess other teacher characteristics: positive, negative, neutral, and questionable. These questions might be extended to assess the perceptions of students with various subtypes of EBD. The view of EBD students might also be compared to students with and without other disabilities.

Although no characteristics were rated overall as "not important," the rank ordering of traits did show a pattern of preference for certain categories of teacher traits. The six highest-rated characteristics pertained to teachers' instructional skill. The next eight highest-rated traits were related to teachers showing respect for their pupils. The rest of the responses were a mix of traits reflecting instructional skill, respectful treatment of students, behavior management abilities, and personality traits.

The results of this study appear to indicate that EBD students are tolerant of a wide range of teacher personalities. Given the ordering of traits, an instructionally skilled teacher who treats students respectfully would appear to be the desired prototype.

CONCLUSIONS

Successful teachers of EBD students possess special personal and professional attributes (Rizzo & Zabel, 1988); however, there is little information available that delineates these characteristics. This investigation attempted to identify personal and professional traits of teachers who were viewed by EBD students as being "good teachers" and assess whether student perceptions varied by demographic characteristics.

Certainly, more information on what EBD youth admire and respect is needed as most professionals have little idea how to relate with and gain the respect of this group of students (Foster, 1986). The results of this study provide some insight into the characteristics of admired teachers of EBD students.

Characteristics of good teachers as identified by researchers and educators are important for guiding teacher training efforts (Kauffman & Wong, 1991). The traits of "good teachers" identified by EBD students may also be useful to school systems and teacher training institutions in the selection and training of teachers of these youngsters. After all, it is the students we are trying to influence.

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RAY SIMCHES ... AND HIS VISION

At the 30th Annual ANYSEED Conference held in Rochester this past March, the late Ray Simches was honored by the organization's members for his vision and commitment to the education of children with emotional disturbances. Ted Kurtz speaks of Ray's dedication:

When instructional services for school-age children with severe emotional problems were first mandated in the mid-60s, Ray Simches was the staff member of the State Education Department who was given the responsibility for implementation. It was his strong belief that the most important people who would be involved in carrying out these new regulations would be the classroom teachers. While mental health professionals - psychiatrists, social workers, and psychologists - could perhaps explain the children's problems, it was going to be the teachers who would bring about positive change.

To support this bias, Ray brought together those New York State educators who had developed effective programs. People from Hawthorne Cedar Knolls, Berkshire Farms, Children's Village, and the 600 schools in New York City convened and, with Ray, they organized the first statewide conference focusing on instruction of emotionally disturbed children. They called their group the Association of New York State Educators of the Emotionally Disturbed (ANYSEED).

Ray maintained his interest and support during his tenure at S.E.D. He was, indeed, personally responsible for bringing this idea to fruition. His confidence in the classroom teacher as the primary agent of change was rewarded as the group has continued to be the largest group of its kind in the country.

Because of his vision and belief in the primacy of the teacher as the conceptual leader in the field, the ANYSEED Board has conferred its Founders Award on Ray Simches.

We were all deeply saddened when Ray died less than a month before the 30th Annual Conference.

Elizabeth Ayre Simches writes of her appreciation of Ray's recognition by ANYSEED in a letter to Ed Kelley:

Please convey to members of ANYSEED my deep appreciation of the honor bestowed posthumously on my husband, Raphael Simches. He would been proud indeed of the recognition of his contribution to educators of emotionally disturbed persons.

Although, in more recent years of retirement, Ray's focus was on local politics and community relations, he never forgot the joy of planting the "seeds" that you refer to and others and watching them grow, nurturing their offshoots. It became part of his essence as a professional and as a man. I may add that Ray died as he lived and worked - with dignity.

Sincerely,

Elizabeth Ayre Simches

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VOLUME 29, NUMBER 2 SPRING 1995

A Publication of the Association of
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OPENING MINDS

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A Publication of the ANYSEED

A Journal for Practitioners

OPENING MINDS

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Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

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FROM THE EDITOR

With plans underway for the 31st Annual ANYSEED Conference, "Innovations: In Classrooms, In Schools, In Communities," we have chosen "Opening Minds" as the theme for this issue of *Perceptions*. The three contributing authors talk about approaches, programs, and plans that can open up ideas and broaden experiences. The ANYSEED Conference offers another opportunity for learning about a rich and full range of topics that open the mind to innovations.

In his article, "Teaching Mediation as a Conflict Resolution Process: A New Agenda," Frank Cutolo presents a means of dealing with conflict that differs from a standard, all-too-familiar, avoidance or punishment approach. Seriously considering mediation as a viable process for conflict resolution may require breaking away from a mind set that conflict is to be somehow buried, rather than resolved. In gaining knowledge about conflict resolution, practitioners may discover ways to approach conflict so that students may gain and grow from this resolution process. Steve Throne writes about an inclusion implementation project that also requires an "opening of minds." As new ideas, procedures, and practices around inclusion were explored and developed in a small school district, everyone involved was challenged to expand their repertoires. In a piece by Faith SanFelice, *Perceptions* readers share in the contemplations of a teacher entering the field of special education with her mind full of ideas, questions and excitement, and, most of all, open to learning. In a new column, Learning From Our Students, an example of one teacher's mind-opening "Aha!" moment is presented. Finally, there is a survey form for *Perceptions* readers to fill out and return to us, so that we may be open-minded about the kinds of articles and features you would like to see in the journal.

Along with interesting information about ANYSEED, conference information is also included in this issue. Readers will find a Call For Papers, Hotel Registration Form, Conference Registration Form, conference descriptions, pre-conference information, Awards Nominations Information, and College Course Information.

With an open mind, enjoy your school year! Regards and support from the *Perceptions* editors!

Lynn VanEseltine Sarda

The Executive Board of ANYSEED is seeking presentations for the Annual ANYSEED Conference to be held at the Albany (NY) Marriott Hotel on March 22, 23, and 24, 1996. The theme of the collaborative conference is "Innovations:

- In Classrooms,
- In Schools,
- In Communities."

Presentations must be ninety minutes in length and should address new and varied ideas about the special needs of students with emotional/behavioral disorders in classrooms, in schools, and in our communities.

Participants coming to the conference will be seeking innovative and effective ideas for working with this population. Here is your opportunity to share your expertise with your colleagues.

Sessions might include presentations about classroom instructional strategies; new and successful materials and approaches; descriptions of building/district-wide programs or initiatives; and workshops on parent/community outreach and collaborations.

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ANYSEED 1995 - 1996 President, Hildreth Rose, at a board meeting during the summer.

Russ Dalia, 1994 - 1995 ANYSEED President and Robert Michael, 1995 - 1996 President Elect, at a summer morning board meeting.

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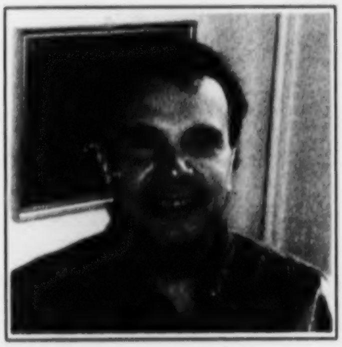
TEACHING MEDIATION AS A CONFLICT RESOLUTION PROCESS:

A NEW AGENDA FOR RESPONDING

by Frank J. Cutolo



Frank J. Cutolo is
a member of the faculty at
Kingston High School,
Kingston, NY, and the
Educational Studies Department
at The College at New Paltz, NY.

In my observation of students advancing through our educational system, I have noticed that students who have the ability to deal effectively with conflict tend to have a stronger perception of their abilities, talents and, subsequently, themselves. This perceived ability to deal positively with conflict situations seems to extend to the adult population. As adults, we seek out and admire those individuals who we perceive can help us when conflict arises in our environment. If such a perception is accurate, it is incumbent upon the educational system to teach students how to effectively deal with conflict in their school and home situations. The use of mediation as a conflict resolution process can be established as an ongoing program within the school setting. This article will focus on the promotion of mediation as a conflict resolution process in our schools. Strategies to develop and implement the program and ongoing opportunities for participants to improve their mediation techniques and skills will be presented.

WHAT IS MEDIATION?

Mediation is a process-oriented approach in which neutral individuals assist those in conflict to work out a resolution to the issues both directly and indirectly related to the problem. Mediators are trained to provide the necessary structure for the forum to take place. Often, the process is the antithesis of the day-to-day interactions of both staff and students in the school setting. Most of the conflict resolutions in our traditional school settings are blame-centered. Judgement is usually conferred upon the situation without necessarily allowing the disputants to talk with each other in a structured setting that promotes a mutually-agreed-upon solution to the problem. The purpose of the mediation experience is twofold: first, to allow the current situation to be resolved; and, secondly, to model how to deal with future conflict situations. Most disputes in the school setting involve a history of conflict that usually explodes at a point when an individual has run out of traditional options. Under most conditions, the mediation process is voluntary and, if both parties are not willing to participate, the traditional institutional consequences will be applied.

SETTING UP A MEDIATION PROGRAM

It is my belief that the most effective mediation programs are set up using current school staff and students. Although initial training may be obtained by outside personnel, the success of a program is dependent upon the knowledge and availability of on-site individuals. I recommend that interested staff begin by participating in a Community Mediation Center training program. This will provide an overview of the community model and the basics of the mediation process. This training will also assist interested staff members in setting up a program that is unique to the educational setting.

The next step is to establish an organizational committee to develop a proposal for the school program. Parent, faculty, administration, student, staff, and community representation would be desirable on this committee. The purpose of this committee would be to become knowledgeable of the mediation process and ideally visit other schools who have successfully set up a program. The committee would also need to make decisions regarding the goals of the program, the selection of participants, and the continuum of resources needed to maintain the program. The latter maintenance component is critical in an age where school programs seem to come and go so quickly.

As for funding sources, schools have been able to acquire funding through local parent organizations (PTA, PTO), student government organizations, building leadership teams, special grants, and local service organizations.

The proposal also needs to address the training model that will be used and the development of the school procedures to carry out the program. Recordkeeping procedures will need to be defined for both program implementation and evaluation.

There are various options for the selection of participants in the mediation program. My recommendation is a combination of both staff/peer and self-nomination procedures with final selection by a committee with stated criteria. Such criteria should include a diverse training population with other applicants being accepted to be trained at a later date. It is advantageous to have a varied adult and student mediator list to select from to assign the best individuals for a mediation session.

A plan is needed to present the program to the faculty, staff, community, and student population. Options include grade-level presentations or inclusion in a social studies or related subject area curriculum. These presentations should include both student and staff-trained participants. An informational video could be developed to supplement the presentation. The use of brochures and posters can be an effective information dissemination process.

DEVELOPMENT OF THE INITIAL PROPOSAL

The initial proposal should begin with the intended outcome that the mediation program will directly address. This component is extremely important since such goals will become the criteria for success when the program is evaluated. Program goals can center on school management issues including the reduction of physical confrontations, school suspensions, classroom appropriate behavior expectations, and alternate consequences for traditional school rule infractions. After the program goals are established, the proposal should include the following:

Cost Breakdown. The costs of such a program need to be enumerated. Included in costs should be initial training, coordination of training, substitute staff required for training, and any other indirect costs including staff time.

Training Mediators. The training of mediators usually involves a 15-hour training model. In addition, new mediators should be allowed to observe mediation sessions before acting as a mediator. The training sessions could also be culminated in the establishment of viable teams or partners that will function as mediators after the training program.

I suggest that the 15-hour training program be set up with five three-hour sessions. A model schedule could be a Tuesday morning and Thursday afternoon schedule for two weeks with a final session on a Tuesday morning. This scheduling would address the problem of staff and students being taken from the same classes each day of the training. The final session could also include experienced mediators to work with the new trainees. The training should consist of the following components necessary in the building of mediation skills:

Overview of the Mediation Process. This introduction should include the definition and explanation of the mediation process. Activities that develop training group cohesiveness would be appropriately initiated at this time.

Program History. Participants should be given an overview of the history of the school mediation program, and the basic organization and implementation of the program at the site.

Understanding the Nature of Conflict. Participants should be given background information and role play activities to understand the nature of conflict. Situations involving basic needs not being met and differing value systems should be explored.

Types of Conflict. Mediators who are being trained need to explore the differing ways people respond to conflict. Typical responses such as avoidance, direct confrontation, and open communication should be explored. Perhaps the most important skill beyond listening is the ability to develop superior questioning techniques. This skill will allow mediators to remain neutral and provide the stimulus questions for the participants to communicate toward resolution. The following open-ended questions can be used in encouraging the participants to express their reactions:

"Tell me some more ..."
"What about ..."
"How do you feel about ..."

"Let's go back to ..."
"When did this all start ..."
"How long have you been feeling this way ..."
"What did you mean by ..."
"Please explain ..."
"Let me understand ..."
"Correct me if I'm wrong ..."
"Then what happened ..."
"I noticed you were trying to say something ..."
"What would you like to happen ..."
"What do you feel is not being understood ..."
"What do you need to make everything OK again ..."

THE MEDIATION PROCESS

The mediation following is a standardized format for the mediation process in the school setting:

Introductions. The mediators, disputants, and any other individuals present should be introduced. Other participants who may observe me include new mediators and school staff. In this instance, all present must agree that this observation is permissible. If a peer mediation model is selected where both mediators will be students, it may be advisable for an adult staff member to sit in and observe such mediation if the need arises.

Disclaimer. Both mediators should make a verbal disclaimer of any bias in being assigned to the mediation. If either of the mediators knows or has a relationship with either disputant, this should be stated at this time. Both disputants should be asked if they have any problem with such a situation. In my experience, disputants tend to view the assigned mediators as fair and seldom express any concern over a mediator knowing one of the disputants.

Role of Mediators. The mediators then state their role of helping disputants reaching their own resolution of the situation. It must be made clear that the mediators are not there to judge or impose a decision. In most situations, the mediators can inform the participants that they have no prior knowledge of the situation that brought the disputants to the table.

Proposed Outcome. The proposed outcome of a mediation is to develop a signed agreement that addresses the current problem or problems and to improve the manner in which future situations with the disputants are dealt with.

ESTABLISHMENT OF GROUND RULES

Order of Speaking. At this time, the mediators insure the participants that each person will have an opportunity, without interruption, to tell what happened. The issue of which person speaks first can be decided by the mediator and both parties can be asked if they have any objection.

Rules of Courtesy. The basic rules in mediation include: one person speaking at a time, be it the mediators or disputants; appropriate language by all participants; and no interruptions by all present.

Note Taking. Notes can be taken by all participants in the mediation. Participants are requested to jot down responses or question while other are speaking instead of getting angry or interrupting another person.

Confidentiality. Everything said in the mediation session is confidential. The only exceptions are issues arising regarding child abuse or potential suicide. Participants and mediators agree to such restrictions and rarely, if ever, have I become aware of the confidentiality issue being violated in the school setting. All notes taken during the mediation are visibly destroyed after the session.

Affirmation. After the review of all the information regarding the mediation session, each disputant is asked, "Do you want to resolve this situation?" An affirmative verbal response of "yes" is needed for the mediation to continue. This affirmation can be used again during the mediation session if rules are consistently broken or both parties become deadlocked. This is accomplished by reiterating the affirmation question and obtaining the verbal affirmative response for the session to continue.

Mediation Agreement. At the conclusion of the session, the written agreement is created. Under normal circumstances, one mediator can write the agreement while the other mediator helps the disputants in creating the terms and language of the agreement. The agreement should have each entry numbered so when it is reviewed, specific portions can be easily located by number.

In general, because of the confidentiality issues, I suggest that the situation that created the mediation session be stated in vague terms. A physical confrontation can be referred to as "the situation" to support confidentiality issues if they were to arise.

The format of the agreement should begin with a statement from one disputant, followed by the second statement from the other disputant. The third entry should be a statement that involves both parties. The mediators should attempt to balance the agreement items between both parties. In addition, the agreement should contain a statement regarding what others should be told about the mediation. Usually a statement such as "We will tell others that the situation is resolved" will suffice. In addition, a statement concerning how future situations will be handled, as well as who should receive copies of the agreement by mutual consent, will draw closure to the situation. Dates and times of subsequent sessions if needed should be included. Disputants should be able to leave the session with a copy of the agreement.

Filing of Agreement Forms. All agreement forms should be kept in a confidential file that is not part of a student's school file. This information is for statistical purposes.

Participants must also learn to deal with any anger displayed by the disputants in the mediation sessions. This is accomplished by instruction in the nature and redirection of anger in the training session.

The Mediation Location. The physical environment of the mediation session is important in fostering the resolution of the conflict. A table should be used to portray the formality of the process with mediators and disputants able to look at each other during the process. The environment should be free of exterior distractions and interruptions.

Mediation Packets. Mediators should be equipped with a packet that includes the outline of the process, paper and pens for taking notes, and any other materials necessary for the mediation session.

Length of Session. Usually a definitive amount of time is established for the mediation process to take place. The use of a forty-minute block of time is usually sufficient for a mediation. The time limitation forces participants to focus on the resolution of the problem within a given time frame. If additional time is needed, another session can be scheduled.

The training is concluded with role-play practice mediation. In most situations, role play mediation are more difficult to resolve than actual situations. Participants should be given the opportunity to serve as both disputants and mediation in the practice sessions.

RECORD KEEPING AND EVALUATION

The initial mediation request form can be used as the tracking sheet and can provide information for the evaluation of the program. Such a form could contain the following information:

Date of mediation request
Scheduled date for the mediation session
Names and grade levels of the students involved
Type of Conflict (physical conflict, rumor or gossip, threat, loss/destruction of property)
Location of conflict (bus, classroom, hallway, cafeteria, outdoors)
Mediators assigned to the mediation
Information regarding who requested the mediation (student, teacher, counselor, administrator)

I would also suggest a follow-up contact to each disputant two weeks after the mediation to ascertain that everything was worked out. The information regarding grade levels of disputants, type of conflict, location of conflict, and the mediators assigned can be used for statistical data.

ESTABLISHMENT OF A MEDIATION ORGANIZATION

A school may want to establish a mediation club or organization to provide an ongoing group of students to use as mediators for the school program. This club could also serve as a forum where staff and students can practice mediation skills. In addition, an established organization could be called upon to cover a mediation office and assist in the scheduling and follow-up of mediation activities.

SUMMARY

The establishment of a mediation program to provide instruction in communication and practice in skills involved in conflict resolution can enhance the climate of any school program. The program can be initiated and maintained with a minimum of expense and resources and provide benefits well beyond the parameters of the classroom and school environment.

LEARNING FROM OUR STUDENTS

In this column, Perceptions readers will have a chance to share with their colleagues some of those wonderful (though perhaps discomforting) moments when, as teachers, they suddenly became learners by listening to and growing from their students.

One teacher, working with designated emotionally disturbed youngsters, described a "learning" event that had such impact that the memory of it stayed with her throughout her career:

My lesson came from a highly literate 12-year-old I had assigned to read a chapter from a social studies text. Remember those old textbooks? At the end of every chapter was a set of recall questions - six, eight, or ten in number - for students to answer. The student read the chapter quickly and then started looking around for a more interesting activity.

"Don," I immediately said, "write the answers to the questions at the end of the chapter, and then you'll be done."

Though Don was usually expressive and facile in the actual task of writing, it was something he hated to do. He looked up at me, and made no effort to write.

I repeated my statement. "Write the answers to the questions at the end of the chapter, and then you'll be done."

Don stared at me, probably waiting for me to back off. I set my jaw and stared back. Finally, Don flushed and mumbled that he wasn't going to do it because he hated to write.

"Yes, you are," I said firmly. "Now write the answers to the questions at the end of the chapter."

"You can't make me!" Don's voice was piercing and his eyes began to fill with tears. "I won't write the answers. I read the chapter like you wanted. I won't write the answers to those stupid questions!"

"Don, write the answers." Like a good, steadfast teacher I clung to my demands.

Even though Don was outwardly much more upset than I (he was crying and yelling, while I was quite unflappable; unflappably stupid, I'd soon realize), he was certainly the more sensible.

He screamed at me, "What do you want from me? That I know what's in the chapter or that I write down answers to those stupid questions? I thought you wanted me to read the chapter and know the stuff. I thought that was what was important, not that I write down answers to dumb questions!"

He didn't have to say any more. Finally, I understood. The kid was absolutely justified.

I had said that I wanted him to read some material. I wanted him to learn about something in the text. I hadn't told him he had to do any more. He'd read and he'd learned, just as I'd asked, and now I was tacking something on that seemed absolutely unnecessary to him. I retreated into myself for a moment to sort out where I'd gone wrong, and why I'd let it escalate to a point where it had no relation to the task. What was the purpose of my asking that he write the answers, other than "because the questions were there!"

I sighed, calmer now. "The reason I asked you to write the answers was because I wanted to find out what you got out of the chapter."

He was calmer, too, sensing that a change had come over me. "Then I'll tell you about the chapter," he offered, a bit puzzled that I hadn't just asked that simply to begin with.

Thanks, Don. You were an effective teacher!

* * * * *

If you have a "learnable moment" where teaching/learning become one, and you'd like it considered for this column, please send it to:

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AN OVERVIEW OF INCLUSION IMPLEMENTATION IN A SMALL PUBLIC SCHOOL DISTRICT

by Steve Throne

Steve Throne is a staff development workshop presenter, a past Perceptions contributor, and an experienced educator in many districts and agencies in New York State. He is currently beginning as a Director of Pupil Personnel Services for the Pine Plains School District, Pine Plains, New York.

This article is intended to describe the implementation of an inclusion program in a small public school district in the northeast. Six variables contributed to the development of an effective program. They are:

1) The Board of Education listed the development of inclusion programming as one of its three goals for the year. This action provided direction and support for such efforts.

2) The Superintendent of Schools served as a key person for programmatic changes being considered. Staffing decisions were made with consideration given to the best interests of children and the needs of the staff, rather than solely on bottom-line budget numbers.

3) The support of parents for any program change, particularly at the elementary level, was crucial to the success of the concept. The concept of inclusion (or cooperative teaching) was communicated to parents one meeting at a time, frequently through annual reviews. The district consisted of a small town, and parents were willing to consider in a favorable light that society is made up of unique individuals who can learn from each other's differences.

4) The fourth important variable was openness to change among the teaching staff. Again, the small town concept took hold, for everyone generally bought into the concept of the kids being everyone's kids. Though the notion of the Least Restrictive Environment, especially inclusion, can create a firestorm among staff members, with resultant fear, anxiety, and even some anger, there was a willingness among teachers to give some cooperative instruction a chance. People needed clear definitions and guidelines.

5) Another variable was the willingness of building principals to work toward a change in programming for special education youngsters.There must be support for, and even active participation, with the concept, since the principal is responsible for all assignments of children and staff within the building. The Special Education Director must be willing to coordinate public relations events for parents and staff; and staff participating in cooperative models must be able to expect follow-through from their supervisors. Additionally, supervision must be adjusted to include skills in cooperative instruction which might not have been part of previous discussions.

6) The last variable to be defined was **who** will be included. The motivation for an inclusion effort must be addressed in answering this concern. A seriously emotionally disturbed youngster may require specific training that most regular education and special education teachers have not had. Placing an aggressive, acting-out youngster in a class with non-disabled peers may result in safety concerns that otherwise might not be prevalent.

Cooperative instruction can be considered nothing short of a major systems change. The adjusted roles of teachers involve daily collaboration with colleagues and possibly supervision of teacher assistants. Accountability to parents was also an important variable and must be considered carefully.

THE PROCESS

A. *Define the area of the greatest teacher-student need.*

The District had subject areas in the Junior/Senior High School in which only Regents-level courses were taught. Some special education students who were targeted for local diplomas were instructed within these classes. There was an obvious need to assist these students with curriculum and test modifications. These courses proved to be a fertile ground for the first regular classroom support models.

There were great differences between the situations involving teaching assistants in regular classrooms and those classrooms which incorporated true team teaching utilizing a special educator and a regular educator. The team teaching model, for the purposes of this article, shall be called a regular classroom support model.

In the elementary school, collaboration centered around one youngster who was entering kindergarten. The kindergarten level may be a critical opportunity to implement an inclusion model, as may be the last grade level prior to entering the middle school (grades five or six). Early intervention provides the very best opportunities for children to learn to compensate for their weak areas to the maximum extent possible, without having to endure the social ramifications which may accompany extra services in later school years.

Starting with a kindergarten inclusion model enables the system to handle the changes gradually and in a predictable manner. Implementing a collaborative model in the last year of the primary, or elementary, school presents an opportunity for introduction into the receiving school if it is successful and recommended for the following year at students' annual reviews. Given the need for coordination and the anxiety surrounding change, only two or three collaborative models at the onset may be advisable.

B. *Form a committee of interested staff.*

This action should precede implementation of the collaborative models. The District's committee met biweekly over six months, though such meetings may extend longer if appropriate. The committee should select a chairperson and keep minutes which may be posted in staff rooms. It is helpful to have supporters as well as others on this committee so that it is truly reflective of the school. Association officers and other experienced staff may be very helpful committee members. The committee should be open to include teaching assistants, and administration membership should be limited so as not to be dominant. The one commitment required is that if a person attends one meeting, all following meetings must also be attended.

The committee's discussion could include, but not be limited to, the following:

- staffing concerns
- roles of staff members in collaborative models
- number(s) of classified children placed in collaborative models
- voluntary or mandated teacher participation
- collaborative preparation time
- teams (the ways staff members may be assigned to one another)
- a review of the CSE process and addressing problems.

C. *Committee Recommendations.*

The remainder of this article will address each of the topics listed as recommendations for the committee's discussions.

1) *Developing collaborative models for grades one through twelve.* All of the K-6 elementary models contained a full-time teaching assistant assigned to a regular education class with a special education teacher joining in the classroom for collaboration at least one hour per day. Each special education teacher was ultimately assigned to three inclusion models. The majority of the remedial services was also "pushed into" classrooms, as opposed to the previous "pull out" procedure for remedial reading and math. It should be noted that all classified students, as well as non-classified students, receive remedial services and these services are written into the Individual Education Plan (IEP) for special education youngsters. The collaborative models in the junior/senior high school usually incorporated a teaching assistant who joined students within a particular subject. An interesting result of

teacher-teacher efforts was the realization that above ninth grade, the special education teacher would need to spend a year auditing a content area course to become familiar enough with the content to truly collaborate in the instruction to students. Therefore, in the Junior/Senior High School, the design was more of a supportive model than one of true collaboration. In these designs, assistants generally worked with individual students, or small groups, rather than provide formal instruction. The special education teacher's role was to co-teach and to lend expertise in the modification of curriculum, grades, and testing. Thus, this prospect provides hands-on experience for the regular education teacher where there may not have been previous training. The art of curriculum modification, such as change in format or a multi-sensory presentation, has primarily been included in the training of special education teachers, but can prove to be an invaluable tool for the instruction of all students.

As each collaborative, or supportive, model developed, a "team" was coined. Once an assistant was assigned to a special education and a regular education teacher, there was an interest in maintaining that team if it proved effective. As people worked together, their own skills and personalities became part of their work and became predictable to their teammate. Often the longer a team stayed together, the more effective they became as an instructional entity. As people began to feel comfortable with one another, the question "Can we stay together next year?" surfaced. It is important to note here that the regular education teacher and the special education teacher made a joint recommendation for programming for each inclusion student at the annual review. From the very beginning, there must be input from the regular education staff at the formal CSE, or this will merely be a special education initiative. By definition, collaboration must be a joint venture.

2) *The "weightedness" of students.* Discussion about this took place and surfaced on a number of occasions. Will the inclusion class have fewer total youngsters? Is there a limit to the number of disabled youngsters in one class? Will there be "dumping" - which is the placement of 504, or at-risk non-classified, youngsters into the inclusion models where there is additional support, thereby skewing the design even more? As these discussions surface, there must be a realization that in order for the models to be successful, there must be both formal and informal guidelines for staff which can be depended upon. Supportive models were built into the students' master schedules. Other needy students who would benefit from additional support were scheduled into those classes. Within weeks after school began, behavioral problems surfaced in many of the models. Because of the behavioral dynamic created, groups of students who normally would have been kept apart were scheduled together during all their academic periods so that they could benefit from the additional instructional support. Given those behaviors, a self-contained class was re-created after the November break. This provided the instructional environment for ten students for part, or most, of the school day by June. It is extremely important for the guidance counselors in the secondary schools to consider these issues as they schedule students into supportive, or collaborative, models. It is also important to develop collaborative models within the framework of the student profile. A self-contained classroom may be necessary to maintain within the program.

Teachers wanted some guidelines in an attempt to assure that the program would not be abused and to assure success. An informal guideline of six youngsters with disabilities within each inclusion model was developed.

3) *Issues of voluntary or mandated participation.* Though the project began on a mostly voluntary basis, it soon became evident that, as it expanded from one grade to another and grew to more than one model within a grade, the issue of volunteerism would be rendered mute by an IEP which would require service. The first voluntary models in the elementary school were implemented in grades five and six, aside from the kindergarten model. The grades five and six models were the result of networking between a special education teacher and regular education colleagues. The self-contained classroom which would have serviced these children was eliminated. A full-time assistant was assigned in the fifth and sixth grade models, and the special education teacher spent half the day in both classes, inclusive of some pull-out for certain students who needed extra help. The sixth graders provided the foundation for formal inclusion programming in their seventh grade schedules through their IEPs. The regular and special education teachers made a joint recommendation at the annual review. The addition of teacher assistants provided a big impetus for teachers to support the program.

It is interesting that an extensive informal network has begun. As annual reviews approach, teachers dialogue about the needs of students for the coming year and those "personalities" who would be truly effective as inclusion teachers for particular students. Teachers truly desire to place students safely. As this dynamic evolved, the voluntary/mandatory concern lost its momentum. As long as there is follow-up for problems with responsive, supportive administration, such concerns can dissipate.

The school psychologist plays a key role on the building level when the implementation of a collaborative model is being contemplated. For a new referral, the psychologist may recommend placement as part of the referral. The psychologist is a peer of the teacher, and it is extremely effective for an experienced, well-respected school psychologist to dialogue with teachers prior to recommending the inclusion model.

4) *Collaboration preparation time.* Provision of adequate collaborative preparation time can produce tremendous results. It is a request which must to respected and will require the cooperation of the Superintendent and the Board of Education. One suggestion might be two hours per month, with substitutes hired to cover classes. If it is found that having substitutes produces confusion for the students, then another option is to pay teachers for meeting prior to or after school hours. At some point, including remedial teachers and teaching assistants may be valuable. Planning time arranged for early morning, prior to the start of school, seemed most effective in this situation.

5) *A review of the CSE process.* Such a review is fundamental for all staff when collaboration is considered or discussed. Staff may initially not be aware of or supportive of the CSE process for purposes of collaboration. Some teachers may have experienced problems with the CSE when a student was removed from a classroom in order to receive special education services. The idea of providing additional support to a regular classroom teacher may be new to many experienced teachers. Staff must begin to know and trust the flexibility and objectivity of a district's CSE.

The role of the parent becomes increasingly important when implementing collaborative placements. Responsiveness to problems as they arise in inclusion classrooms is important. The CSE cannot be regarded as an impersonal bureaucracy. The CSE chairperson's relationship with parents plays a very important role when behavioral concerns surface in the classroom. Parents may state that they are sold on the inclusion model and may not wish their child to return to a self-contained classroom, even if that is appropriate at times. There is a need for many formal and informal meetings between parents and staff to define and redefine responsibilities, expectations, or continued needs for support and communication. The responsible inclusion team will demand meetings, coordinated by the director of special education, to be candid with parents about the chance that a severely disabled child will function without difficulties or problems in the regular education class. These meetings are of utmost priority and should be scheduled quickly after a teacher's request.

IMPLEMENTATION OF MODELS

The concept of full or partial inclusion ran throughout discussions prior to implementation. There are many solid arguments for both types of inclusion. The issues of appropriateness and the four-part test used in recent court decisions were debated. A common fear of a regular education teacher is that an unmanageable situation may impact the safety of students in the class. This is a reality that must be respected. Increased hiring of teaching assistants may be a wise investment. The expertise and strategies learned through collaboration have increased the daily effectiveness of many regular education teachers. As years progress, many more staff will react favorably towards accepting students with disabilities. This, in and of itself, is a major system change. Admittedly, there are those who support full inclusion only and may label the full/partial approach as discriminatory.

STUDIES OF RESULTS

While the dynamics of change may be an important topic in introducing inclusion, there will always be the need to work with parents, teachers, and board members on issues of accountability. Assurance studies were used to verify results of collaborative instruction. At grades five and six, the standardized tests given annually to students in addition to state PEP tests for grade six students were utilized. The same students' tests from the previous spring were used to ascertain if each student had made the expected gains after one year's placement in a collaborative model. The study will next include all of the students who were involved in collaborative models during the previous school year. The reading and math achievement test scores which were utilized for the annual review and IEP update can be used in comparison with the initial testing completed for the original referral. Further comparisons may be made between the gains of resource students and their counterparts placed in collaborative models. However, test data are only one part of the analysis. The social/emotional impact of a student's education, though less concrete, is just as important. The development of positive self esteem and self concept is viewed by many as the foundation for accepting new educational challenges. To analyze social growth, such considerations as referrals to counseling, bus incidents, and referrals to the principal were used to ascertain if behavioral concerns were remedied somewhat by placement in a collaborative model. Comments from the children's classroom teachers and parents also provided valuable information as to the success of the effort.

CONTINUING ISSUES

There are still some issues to be addressed regarding collaborative models. Some parents will question the "flavor" or mix of special needs students in regular classrooms. The stated concern is that the class will move more slowly, or that behavior problems may surface. Parents continue to be concerned that their youngsters will not get the attention they deserve. There continue to be parents who believe that all special education children are mentally retarded or emotionally disturbed. There are parents of special education students who demand collaborative models when their children do not require that level of service. As each concern arises, it should be addressed in a professional, compassionate manner.

As stated earlier, one of the most exciting products of these efforts has been the development of ongoing communication and understanding among staff. Expertise is increasingly shared using common terms and a knowledge base which simply didn't exist a few years ago. Special education is no longer found in a corner of a building, packaged between remedial service classrooms. The expectation is clear that children will be serviced (in most cases) in their current, or other, regular education classrooms. From this perspective, a major system change has been introduced and accepted. The final test is to see whether collaborative models will continue with minimal administrative direction when shareholders (teachers) have a stake in its success.

OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information to be reviewed for publication for ANYSEED members who wish to visit:

Name of School/Agency:
Address:
Contact Person:
Telephone Number (incl. area code):
Best Time to Call:
Programs to be Viewed:

Please be aware that any such recommendation should have prior approval of your school/agency administrator.

LETTERS TO THE EDITOR!

Letters published in *Perceptions* do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its publication. Considerations include space limitations and content appropriateness. The editors reserve the right to edit letters. All leters received will become the property of *Perceptions*.

Letters should be sent to:

Lynn Sarda, Editor, Perceptions
Old Main Bldg., Room 212
State University of New York
New Paltz, New York 12516

> "Praise and privileges and punishments can change behavior (for a while), but they cannot change the person who engages in the behavior - at least not in the way we want."
> (Alfie Kohn, *Punished By Rewards*)

A Special Pre-Conference!

The ANYSEED Executive Board is pleased to announce that the pre-conference on March 21, 1996 is devoted to dealing with the major educational issues of the nineties. Our theme, Advocating For Education, will allow us to examine major concerns such as educational partnerships, budgets and finances, advocacy, and proactive involvement. A panel will discuss how we can address and cope with such major issues. Break-out sessions will focus on how we can advocate for education, particularly for students with emotional and behavioral disorders.

1996 ANYSEED CONFERENCE

New Ideas! • Innovative Strategies! • Effective Management Techniques!

The ANYSEED Executive Board is pleased to announce its annual pre-conference and collaborative conference for educators of persons with emotional disturbances. This conference will be held on March 21, 22, 23, and 24, 1996 at the Albany (NY) Marriott Hotel. The pre-conference activities are on March 21, 1996, with the theme of "Advocating for Education." The annual collaborative conference will focus on:

◆

INNOVATIONS:
IN CLASSROOMS, IN SCHOOLS, IN COMMUNITIES

Mark your calendar now! You won't want to miss this outstanding conference. Take advantage of the Early Bird Rates. The early registration forms for the conference program and the hotel are enclosed in this issue of *Perceptions*.

If you have any questions, please call 914-257-2834 or 257-2831.

REFLECTIONS OF A FIRST YEAR TEACHER

by Faith San Felice

This Labor Day Weekend marks the close of the 1995 vacation season and the beginning of the 1995-96 school year. Within a few days, as a new hire, I will join the ranks of public educators greeting students on the opening day of school. As I prepare for my classroom responsibilities, I have been reflecting on past experiences that have contributed to a personal educational perspective that has influenced how I view my upcoming teaching role.

My educational perspective has ben influenced by what I call the "collective educator." Every person has a "collective educator" that shapes his/her system of beliefs. My "collective educator" includes: my undergraduate and graduate experiences as well as my experiences as a substitute teacher, student teacher, teacher aide, and teacher intern. These experiences have both afforded me the opportunity to study popular educational theories with outstanding college and university instructors and to observe and apply these theories in practical pre-K through 12 school settings.

As an undergraduate majoring in developmental and educational psychology, I became interested in the teachings of Piaget. Piaget studied the cognitive development of children. He believed that children's cognitive development progresses through a series of stages, each with its own milestone. Although the sequence of cognitive development remains the same for each child, the rate of advancement differs. This recognition of individual difference has serious implications for teaching and learning as well as for grouping children in educational settings. Although Piaget never mentioned his theories in relation to the classroom, subsequent interpretations and research of his works have resulted in the foundation of what is popularly known as "Constructivist Education."

Using my constructivist perspective, I have observed teachers who have created classrooms for their students using imaginative techniques not found in any textbook. These "master teachers" have taken educational theories and have shaped them to meet their own needs and those of their students Whether it's a teaching tool, a behavior management technique, or a classroom design, these teachers have devised a unique style which is a true extension of their own personality. They have created their own teaching "trademarks." The common thread which connects these unique techniques is the educators' thorough understanding of the students' needs. This understanding is achieved as a result of observing and listening carefully to the events within the classroom. In this way, these teachers allow their students to assume the role of instructor, educating the teacher about their individual needs for success.

I have been assigned responsibility for a group of kindergartners in a special education self-contained classroom. As a constructivist educator, I perceive my job to be a facilitator for the students, encouraging them to be active learners within the classroom. I plan to use the precepts of constructivism to create an environment in which the children feel safe and strong enough to take the risks necessary to achieve the cognitive and emotional milestones of childhood.

The special education label that my students wear is not permanent nor indicative of cognitive potential. This belief will dictate the way in which I approach my students. It is my responsibility to encourage my students to live up to their own potential, not the label of "special education." My students will be taught the same basic academic and interpersonal skills taught to every kindergartner.

My students have been identified as children who require additional assistance in learning. In other words, they need extra help achieving the appropriate cognitive and affective milestones. The reason for their learning difficulties is not always important. It is essential, however, that I am able to identify and apply the most effective teaching methods for my students.

Veteran faculty members (teachers and teaching assistants) are an important resource for assisting me as a beginning teacher. I am looking forward to collaborating with other faculty members, sharing instructional strategies, and discussing classroom management techniques. Accepting ideas and suggestions from colleagues will enhance my educational program and improve my effectiveness with students.

Having the opportunity to design a learning environment and develop my own teaching style is the culmination of several years of study and observation. As I look ahead to the 1995-96 school year, my thoughts are a blend of excitement and uncertainty. Although I look forward to working with the students and watching them progress, I must remind myself that I will not always be successful. I consider my first year of teaching to be an extension of my years of study and observation. Although my official title is "special education teacher," I remain a student, always observing and learning about my students and the art of teaching.

"Being a "good loser"
is a matter of rearranging
our face and
affecting an attitude.
In no way does this posture
touch (or reflect) the actual
ramifications of loss."
(Alfie Kohn, *No Contest*)

* * * NOTICE * * *

ANYSEED CHAPTER PRESIDENTS:

WE NEED TO KNOW THE CURRENT OFFICERS IN YOUR CHAPTER, ACTIVITIES THAT YOU ARE CONDUCTING, AND IDEAS YOU HAVE FOR OTHER MEMBERS OF ANYSEED.

PLEASE CONTACT LYNN SARDA
(OMB 212, SUNY NEW PALTZ, NY 12561)
WITH UPDATED CHAPTER INFORMATION.

Thank You!

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ANYSEED CONFERENCE
Lifetime Achievement Award

Receiving the Lifetime Achievement Award at the ANYSEED 30th Annual Conference is William Morse (second from left). In this photo, also shown are left to right - Larry Bendtro, William Morse, Jody Long, and Nick Long.

THE WINTER ISSUE
of
PERCEPTIONS
will be the
31ST ANYSEED
CONFERENCE PROGRAM!
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ASSOCIATION of NEW YORK STATE EDUCATORS
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To Get A Real ANYSEED MEMBERSHIP CARD, fill out the Anyseed Membership application in the back of this journal and send it, with payment, to the membership officer listed on the form!

CALLING FOR STORIES

In a future issue of *Perceptions*, the editors would like to focus on STORIES. The intensity and value that a person's stories may have is evidenced in Robert Coles' book, *The Call of Stories.* We hope to compile a collection of stories from professionals, parents, students, and children that capture important experiences in people's growth. If you have a story (how you entered the profession), or a meaningful, sustaining experience in your worklife, or how you have learned to deal with the stress, demands, and joys of being with individuals with emotional disturbances, please submit it to us for consideration. If you have a student's writings or artwork with which you are both pleased, just obtain a release and send them to us for review. If you are publishing collections of writings in your school or agency, perhaps you would submit an article describing that process. Submission results in careful consideration of the document, but not necessarily in publication. Join with us in celebrating STORIES.

Please send submissions to: Lynn Sarda, Editor, Perceptions, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561. Thank you.

1996 ANYSEED CONFERENCE

"INNOVATIONS: IN CLASSROOMS, IN SCHOOLS, IN COMMUNITIES"

Albany Marriott Hotel, Albany, New York

MARCH 21 - 24, 1996

CALL FOR PRESENTATIONS

WANTED:

Presentations by teachers, college and university faculty, administrators, researchers, psychologists, child care workers, and other persons involved with services and programs for students with emotional/behavioral disorders.

IF YOU ARE INTERESTED IN SUBMITTING A PRESENTATION FOR REVIEW, PLEASE SEND THE FOLLOWING INFORMATION:

- two completed Call for Presentation forms
- two copies of workshop description (100 - 150 words) to be included in Conference Program (include full title, presenter(s) name and title, and school/program)
- four self-addressed, stamped envelopes
- one 3x5 card for each presenter with the following information: presenter's name, title, school/program, home address, home phone, work address, work phone, and any biographical information to be included in the Conference Program. LIMIT: four presenters.

** Please Note: All presentation are to be 90 minutes in length.

Conference registration fee is waived for workshop presenters. Special sessions for a separate fee are not included in this waiver. Waiver applies to conference registration only; other costs (hotel, food, etc.) are the presenter's responsibility. Audio-visual equipment must be provided by workshop presenters.

SUBMISSION DEADLINE: November 1, 1995

RETURN COMPLETED FORM AND OTHER REQUIRED INFORMATION TO:

Dr. Robert J. Michael
Dept. of Educational Studies OMB Room 112
State University of New York
New Paltz, NY 12561

WORKSHOP TITLE: ______________________________

WORKSHOP PRESENTERS: ______________________________

CONTACT PERSON (Name, Address, Phone): ______________________________

____

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ANYSEED AWARDS

The ANYSEED Executive Board has established, over the years, four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Board's intent that members of ANYSEED nominate award recipients. In keeping with this ideal, we will publish, within each issue of *Perceptions,* information concerning the process you should follow to nominate an individual or program for award consideration. The specific awards are:

CONRAD HECHT MEMORIAL FUND. This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, school, or agency. Guidelines for funds use are flexible, as long as a student or students benefit. Funding will not exceed $500 annually. Awards average in the $250 range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by January 15th, with awards made by April 1st. Executive Board action is required. Recipient reporting within *Perceptions* or at an annual conference is also required.

STEVEN J. APTER LEADERSHIP AWARD. The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter, an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, or commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

EVERETT KELLEY VOLUNTEERISM AWARD. This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD. Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

Nominations must be typed, submitted by January 15th, and include relevant items below:

a) Name of ANYSEED member making nomination, including address, and business and personal telephone numbers.

b) Name of specific award to be considered.

c) **If Recognition Award:** Information must include achievements, historical background, complete name and address of recipient, organization worked for and address, biographical sketch of individual, narrative rationale of why recognition should be given. Your letter of nomination with above information should not exceed two pages. Attach two brief letters of endorsement from other educators or professional affiliates to illustrate merit and/or program commitment.

d) **If Hecht Mini-Grant Funds** - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages.

Send nominations by January 15 to: Janis Benfante, 598 Concord Drive, Webster, New York 14580

COLLEGE COURSE INFORMATION

The ANYSEED Professional Development Division, in conjunction with the 31st Annual Conference Committee and the School of Education at SUNY, New Paltz, is pleased to announce a three-hour graduate course associated with the annual ANYSEED Conference, March 22, 23, and 24, 1996.

COURSE: Contemporary Issues and Problems in Working with Students with Emotional/Behavioral Disorders

COST: $537.05 (Includes $20 administrative fee to ANYSEED). Enrollment is open only to registered Conference participants. Conference fee and hotel costs are additional.

DESCRIPTION: This course is concerned with issues and problems related to working with students with emotional/behavioral disorders, as identified in the Conference sessions. In-depth analysis of major concerns will be carried out through independent study and through practical application of the information acquired. Full Conference participation is required. This course is intended for persons willing to assume responsibility for independent study work and who have demonstrated competencies in this area.

Registration information will be found in the conference booklet, available in January, 1996.
Additional information may be obtained by calling 914-257-2834.

ANYSEED

announces its

31st ANNUAL CONFERENCE
March 21st through 24th, 1996

at the

Marriott Hotel
Albany, New York

1996 ANYSEED CONFERENCE EARLY REGISTRATION FORM

Please, one participant per registration form, make copies if needed. Type or Print requested information and check appropriate spaces. Make check payable to ANYSEED and return to:

ANYSEED c/o Mary Kay Worth/Kenley, P.O. Box 405, 103 Brooklyn St., Portville, NY 14770
(Federal ID#: 13-3022914)

DON'T SEND THIS REGISTRATION FORM TO HOTEL! HOTEL FORM IS ON A DIFFERENT PAGE!

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Return advance registration form with your check prior to January 27, 1995 to pre-register for the 30th Annual Collaborative Conference. Registrants will be sent a Conference Program in early January 1996.

- Submit registration on or before Januaary 27, 1995 and receive EARLY BIRD discount -

REGISTRATION OPTIONS (Circle and list costs at right)	EARLY BIRD SUBMITTED BEFORE 1/27/96	AFTER 1/27/96 BUT BEFORE 2/24/96	AFTER 2/24/96 BUT BEFORE 3/10/96	DO NOT MAIL AFTER 3/8/96 At Door Cost Applies	
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PRECONFERENCE	$35 includes lunch	$35 includes lunch	$50 includes lunch	$50	______
Conference Costs FULL CONFERENCE	$125	$160	$185	$225	______
FRIDAY ONLY	$90	$110	$130	$175	______
SATURDAY ONLY	$90	$110	$130	$175	______
MEALS: Advance purchase ala carte (Do not purchase if staying at hotel on package A or B) Meal function tickets will be distributed when you check in at the registration desk. Dinner on Thursday or Friday = $27.00 X __ number of days = ______ Total Meals = ______ Dinner on Saturday = $29.00 = ______ (circle): Friday, or Saturday Lunch = $15.00 X __ number of days = ______ Sunday Brunch = $17.00 = ______					
TOTAL AMOUNT ENCLOSED: Please Check and Re-Check Yout Totals. Avoid Delays Later.				Total:	______

* GROUP RATES vary depending on size of group. For details call (914) 257-2834 (Groups of 10 or more).
* STUDENTS: (full-time only) Submit current student ID copy for full Conference registration fee of $75.00.
* No cancellations will be considered after February 24, 1996. Prior to that date, a $25 handling fee will apply to refund requests.
* Conference registration fees do not include any meals. Hotel/meal package represents an outstanding value.

REGISTRATION FEE INCLUDES ANYSEED MEMBERSHIP FEE FOR 1995-1996 SCHOOL YEAR

31ST ANNUAL ANYSEED CONFERENCE
HOTEL REGISTRATION FORM

Return to: ANYSEED CONFERENCE REGISTRATION
Albany Marriott Hotel
189 Wolf Road
Albany, NY 12205

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IMPORTANT: The package must be purchased as offered! The Marriott will not accept any modificiations of any kind to the above package.

Reservations must be guaranteed by submitting the form below and a major credit card number to the Albany Marriott by March 2, 1996. This is an absolute cutoff date after which you will not receive the special conference rate and will be charged at the current corporate rate. **Include a tax exempt form** with your registration ONLY if your organization is covering your **entire** payment with **their** check.

✂ ---

Clip and return form to the address above. Check-in after 4:00 PM. PLEASE PRINT CLEARLY OR TYPE.

Credit Card # : ______________________ Signature: ______________________
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Date Arriving: ______________ Date Departing: ______________
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Accommodation: Single ___ Double ___ Smoking ___ Non-Smoking ___
Roommate: ______________________
Special Diet: (Specify on spearate sheet and mail to Marriott with this form)

IMPORTANT: Send only one registration form per room! This form should have both roommates on it.

Register Early!

Special Rate valid ONLY through March 2, 1996, after which corporate rate applies.

NOTICE – NOTICE – NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

Subscription requests will be accepted in any year to commence with the Fall issue. Non-members wishing to subscribe should complete the following form and return it with their remittance.

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VOLUME 30, NUMBER 1 SUMMER/FALL 1995

A Publication of the Association of
New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

OPENING MINDS

ANYSEED
Association of New York State Educators
of the Emotionally Disturbed
598 Concord Drive
Webster, New York 14580

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1996 ANYSEED CONFERENCE
March 21, 22, 23, & 24

ANYSEED'S COLLABORATIVE CONFERENCE PROGRAM

31ST Annual Conference

VOLUME 30, NUMBER 2 PERCEPTIONS CONFERENCE EDITION March 21-24, 1996

Brokenleg, Guetzloe, Kohn, And Silverman address:

INNOVATIONS

In Classrooms, In Schools, In Communities

March 21, 1996 - Special Preconference Day
In conjunction with the Association of Special Education Administrators
"Advocating For Education"

March 22-24, 1996 - Three Day ANYSEED Conference

GRADUATE COLLEGE CREDIT

Registration Form Enclosed - See Page 18 For Details
Conference & Course Registration Required

COLLABORATIVE ORGANIZATIONS:

Association of New York State Educators Of The Emotionally Disturbed
Association Of Special Education Administrators
Mid-Hudson Teacher Center
School of Education - SUNY New Paltz
New York State Council For Children With Behavior Disorders - A Division Of CEC
Special Education Administrative Leadership Training Academy
Madison-Oneida SEALTA Western SEALTA Southern-Tier SEALTA Genesee Valley SEALTA
Special Education Training Resource Centers (SETRC)
Capital Region SETRCS Genesee Valley SETRC Steuben-Allegany SETRC

GRAHAM SCHOOL ALL STAR STEEL BAND RETURNS

BEST COPY AVAILABLE

MESSAGE FROM THE CONFERENCE CHAIRPERSON

Welcome to the 1996 ANYSEED Conference! The executive board of the organization has been working diligently to create a conference that will appeal to large numbers of people. In fact, you will see that the general session speakers and workshop presenters are addressing a wide range of topics. This expanded version of our conference resulted from the organization's call for papers based on the selected theme: **INNOVATIONS: In Classrooms, In Schools, In Communities.**

What kind of new directions and innovations are there? A quick review of the sessions described in this conference brochure illustrates the many and varied ideas, strategies, and resources that will be presented and discussed. For example, creative dramatics, self expression, wilderness survival, teacher centers, mediation techniques, curriculum modifications, grant writing, and horticultural therapy only start the list. Our general session keynote speakers, Martin Brokenleg, Alfie Kohn, Eleanor Guetzloe, Stan Silverman, will present innovative thoughts and ideas for your consideration. This assembly of keynote speakers and workshop presenters will, indeed, generate a great deal of discussion. Don't miss out on this opportunity!

The full ANYSEED Conference program, including conference and hotel registration forms are enclosed within this booklet. Please note the differing registration rates and deadlines. Use one form for each person who is registering.

ANYSEED, in conjunction with it's collaborative partners, is pleased to bring this outstanding conference to the educational community.

Bob Michael
Conference Chairperson
FAX: (914) 257-2859
Phone: (914) 257-2834

The Graham School All Star Steel Band To Perform

The Grand Ball Room of the Albany Marriott will be filled with the rich sounds of steel drums on Friday, March 22, 1996 when the All-Star section of the Graham School Steel Band performs at the 31st Annual ANYSEED Collaborative Conference. Twenty-six years ago the steel band was introduced as a class project at Graham/ Windham. The program has been so successful that today the history, as well as the hands-on experience with the drums, is a part of the school curriculum. Students are involved in making drums, and learning to play them. To participate as a band member students must maintain a "B" average in all subjects.

Under the able direction of Carlos Benjamin, a native of Antigua, the students have competed and performed throughout the metropolitan New York area. Since 1969, the band has performed annually at the Pan Am Building, in the lobby at Grand Central Station, for commuters at Christmas time. Up to 15 performance invitations are accepted annually, although, this Conference represents a long trip for them. Mr. Caldwell Ferguson assists Mr. Benjamin.

This years visit will be the fifth time the Graham School All Star Steel Band has played at an ANYSEED Conference. After you hear them, we're confident you'll agree they are special and a welcome addition to this Collaborative Conference.

Graham School All Star Steel Band at 30th Annual Conference

COLLABORATIVE CONFERENCE KEYNOTE SPEAKERS

Dr. Eleanor Guetzloe Professor of Special Education at the University of South Florida at St. Petersburg, has been a member of the faculty for 27 years. She is a Past President of both the International Council for Children with Behavioral Disorders (CCBD), Teacher Educators for Children with Behavioral Disorders (TECBD). She is Vice-President of the Board of Directors of Personal Enrichment Through Mental Health Services (PEMHS), a not-for-profit corporation in Pinellas County, Florida. She is also a member of the Board of Directors of the Institute for Adolescents with Behavioral Disorders, a not-for-profit corporation based in Minnesota, which provides training to special education professionals.

Dr. Guetzloe has recently received two international awards; the International Council for Exceptional Children Outstanding Contributor of the Year and the Spirit of Crazy Horse Award, at the Black Hills Seminars in South Dakota, for "building courageous youth."

Dr. Guetzloe is highly regarded as an author and speaker in the field of emotional/behavioral disorders. Among her areas of expertise are suicide and depression, violence and aggression, behavior management, inclusion of students with serious emotional disturbance, educational strategies for students with ED/BD, inclusion, interagency collaboration, strategies for working with homosexual youth, stress management, and resilience.

Alfie Kohn, a former teacher turned author and lecturer, writes and speaks widely on human behavior, education, and social theory. His books include *NO CONTEST: The Case Against Competition* and *PUNISHED BY REWARDS: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes.* His articles appear frequently in Educational Leadership and Phi Delta Kappan, and he has also contributed to such periodicals as the Atlantic Monthly, the Nation, the Harvard Business Review, and the New York Times.

Kohn has appeared on more than 200 TV and radio programs, including "Donahue" and the "Today" show; his work has been described on the front page of the Wall Street Journal, in U. S. News and World Report, the Harvard Education Letter, and dozens of other magazines and news-papers. He speaks widely at education conferences-- including statewide meetings of special education teachers in Texas, Virginia, and Maine-- and also conducts workshops on such topics as motivation and caring. Kohn lives in the Boston area and is now at work on his fifth book, tentatively titled *BEYOND DISCIPLINE: From Coercion to Community*, to be published by ASCD in 1996.

Dr. Martin Brokenleg is a powerful speaker who has been effective in settings ranging from South African churches to schools in rural America. His message is derived from fundamental values and understandings that are universal. Co-author of the publication, *Reclaiming Youth At Risk: Our Hope for the Future*, Dr. Brokenleg speaks internationally to diverse groups like the National Association of Child and Youth Care Workers of South Africa, the World Congress of the International Association of Workers for Troubled Children and Youth, Gifted and Talented American Indian Children of the Northwest and Midwest, and the Vancouver School of Theology.

Stan Silverman is Director of Academic Computing and Associate Professor in the School of Education, at the New York Institute of Technology. A noted author and frequent speaker (hundreds of individual school presentations), Mr. Silverman has extensive experience and expertise in the critical areas of distance learning and multimedia in the classroom. Among his accomplishments at NYIT, Mr. Silverman has created distance teaming labs and programs and has developed Certificate Programs in computers in Education, Distance Learning, and Multimedia.

Mr. Silverman is Vice President of the Suffolk county Martin Luther King Commission, Chair of the Intercounty Teacher Center/New York State Education Department, a consultant to the Congress of the United States Office of Technology Assessment, and President of NIMBI (National Institute for Micro-computer Based Learning).

PRECONFERENCE AGENDA

Thursday - March 21, 1996

Jointly Sponsored by:
New York Association of Special Education Administrators
and
Association of New York State Educators of the Emotionally Disturbed

8:00 Registration

9:00 Welcome

9:30 Keynote Speaker: Commissioner Richard Mills - Invited

"The State of Education in New York and how we can make it special"

10:30 Panel Discussion:

"The Futures Perspectives of Special Education"

A Statewide panel to include: Senate Education Committee Staff, New York State Education Department Staff, State School Boards Association Staff, State Administrators and Superintendents, Parent of a disabled child.

12:30 Luncheon

Keynote: **A National Perspective of IDEA**

Myrna Mandlawitz, Special Assistant for Governmental Relations and External Affairs, The National Association of State Directors of Special Education, Inc. (NASDE)

2:00 Concurrent Sessions:

Quality Assurance - A New Direction in Monitoring
Dan Johnson, State Education Department

ASEA "Story Committee" Panel Discussion
Reporting out the efficacy and value of special education programs.
Fred Trzcinski, CEP Director, Broome-Tioga BOCES

IDEA Reauthorization - ASEA Position - ASEA Committee Report and Discussion

Related Services - The Medicaid Status
Robert Scalise, State Education Department

3:30 Repeat Concurrent Sessions

Using registration form on page 21 to register for the preconference.
Lunch is included in registration

CONFERENCE DAILY SCHEDULES

Friday - March 22, 1996

7:00 a.m.	Registration- Coffee/Exhibits
8:30- 9:45	**General Session I** Keynote Address: Dr. Martin Brokenleg
9:45-10:15	Break - Exhibits/Coffee/Danish
10:15-11:45	**Workshop Session I** Special Session 1.A. - Martin Brokenleg Follow-up
12:00	Lunch
1:00- 3:00	**General Session II** Special Session 2.A. - Alfie Kohn Follow-up
3:00- 3:15	Break
3:15- 4:45	**Workshop Session II**
6:30- 7:00	Reception - Cash Bar Graham-Windham Steel Band
7:00	Dinner
9:00	ANYSEED President's Reception - ANYSEED SUITE

Saturday - March 23, 1996

7:00 a.m.	Registration - Coffee/Exhibits
8:30- 9:45	**Workshop Session III**
9:45-10:15	Break - Exhibits/Coffee/Danish
10:15-11:45	**Workshop Session IV**
12:00	Lunch
1:00- 2:30	**General Session III** (immediately follows lunch) Keynote Address: Dr. Eleanor Guetzloe
2:30- 2:45	Break
2:45- 4:15	**Workshop Session V** Special Session 5.A. - Eleanor Guetzloe Follow-up
5:30- 6:00	Reception - Cash Bar
6:00	**General Session IV** Stan Silverman - Technology and Special Education Annual Banquet and Awards (Immediately follows General Session IV)
9:00	ASEA/CCBD Reception - ANYSEED SUITE

Sunday - March 24, 1996

8:30- 9:30	**ANYSEED ANNUAL BUSINESS MEETING**	
9:45-11:15	**General Session V**	Panel Discussion - **"Where do we go from here?"** Moderators - Mark Costello and Ted Kurtz
11:00	**BRUNCH**	

HAVE A SAFE TRIP HOME

Collaborative Conference Program
FRIDAY
MARCH 22, 1996

General Session I 8:30-9:45 A.M.

Keynote Presentation:

THE CIRCLE OF COURAGE

Presented by: Dr. Martin Brokenleg

The circle of courage proposes a focus on what good teachers have been thinking for some time. Native American concepts of relating to children are the base of this new way of dealing with all troubled children. This philosophy of reclaiming youth at risk has been proven effective in residential and day school settings in many different schools across North America, Africa, and the far east. These ideas will help child and youth workers create resilient children.

SALONS A-E

9:45 - 10:15 A.M.
EXHIBITS/COFFEE/DANISH

Visit our exhibits and win an "Escape Weekend" at the Marriott. Pick up drawing tickets from Exhibitors.

WORKSHOP SESSION I
90 Minute Workshops - 10:15-11:45

1.A. SPECIAL SESSION - FOLLOW-UP

THE CIRCLE OF COURAGE

This workshop will serve as a follow-up to the above keynote presentation. This permit Dr. Brokenleg to expand upon concepts of resilience and reclaiming. Audience questions and participation is encouraged.

Martin Brokenleg, Augustana College, South Dakota

Salon F & G

NOMINATE FOR ANYSEED AWARDS TO BE GIVEN AT THE MARCH 1996 CONFERENCE
Use form on page 22

1.B. "IS THERE A NEW AGENDA? IF SO, WHAT NEXT?"

Thomas Neveldine, Executive Coordinator for Special Education, State Education Department, Albany, N.Y.

SALONS B & C

1.C. THE YOUNG AND THE RESTLESS: STRATEGIES FOR WORKING AND LIVING WITH YOUNG CHILDREN WITH ADD

This workshop provides the identifying characteristics, and strategies for diagnosis, specific to the young child with Attention Deficit Disorder. Concrete interventions useful for early childhood staff (Pre-K, and K) and parents will be provided, to assist those working and living with children who present with this most challenging disorder. With knowledge and effective tools comes a renewed ability to view attention deficit disorder in a new light. A video, *"ADD, Stepping Out of the Dark"* will be shown reflecting the challenges educators and families face.

Lenae K. Madonna, Director, Early Childhood Center, Highland, N.Y.

TROY

1.D. TEST ACCESS AND MODIFICATION FOR INDIVIDUALS WITH DISABILITIES

Test access and modification is not an issue only in elementary and secondary school; it is also an important consideration in identifying and pursuing postsecondary education and employment opportunities. This workshop will address how SED is addressing consistent provision of test modifications within educational programs to permit individuals with disabilities to demonstrate knowledge and how this in turn facilitates short and long-range planning for individuals by focusing on a particular segment of their life within the framework of life opportunities.

James Viola, Bureau Chief for Special Education Data Collection, State Education Department.

SALON A

ANYSEED extends its thanks to each of its collaborative partners for their assistance and continued support in providing quality staff development and conference opportunities.

SEALTA	*SETRC*	*ASEA*
MHTC	*CCBD*	***THANKS!***

1.E. STOP AND THINK: A COGNITIVE-BEHAVIORAL APPROACH TO CONTROLLING IMPULSIVITY

A growing need often identified by classroom teachers is that of student self-control. This workshop presents a practical method for identifying elementary students needing improved self-control and providing them with training in the classroom setting. Students are taught to be more effective problem-solvers through the use of a five-step strategy designed to curb impulsivity. The steps include problem identification, generating possible solutions, selecting a "solution" and applying it, evaluating its effectiveness, and providing self-reinforcement. If the chosen "solution" is not effective, the student makes a different choice from among the alternative solutions and tries it out.

Early elementary students are able to apply these strategies through learning to identify problems and stopping and thinking about them by going through the listed steps. Students are initially taught to "think aloud" and use visual cues such as practicing the steps using a self-made "stop and think" stop sign. Through group work, students learn about alternate ways of dealing with everyday problems they previously responded to with impulsive actions. Training may be conducted by classroom teachers and may be facilitated by team teaching or consultation with colleagues familiar with cognitive-behavioral techniques.

Christine Kerwin, Assistant Professor, S.U.N.Y. College at New Paltz, New Paltz, N. Y.

SCHENECTADY

1.F. INTEGRATING HUMOR AND HEALTH SCIENCE INTO THE CLASSROOM

This workshop will be presented by one of the finest health educators in the Southern-Tier of New York State. It will deal with how non-judgmental approaches to serious and sensitive topics like drugs and sexuality can be dealt with by adding a sense of humor and reducing the anxiety that may emanate from these subject matters.

Brian Friedland; Affective Education Teacher, Steuben-Allegany BOCES - Hornell, N.Y., Adjunct Professor Genesee Community College at Groveland Correctional Facility.

COLONIE

EARLY BIRD
REGISTRATION DEADLINE
FEBRUARY 2, 1996

1.G. TECHNIQUES TO MANAGE AGGRESSIVE BEHAVIOR AND PROMOTE SUCCESS

Educators, both in regular and special education settings, are increasingly concerned with the rise in aggressive behaviors in our schools. Many of these acting-out students are also cognitively limited due to a variety of medical or environmental causes.

This workshop will give an overview of the Therapeutic Crisis Intervention Model for dealing with aggressive behaviors. The emphasis, however, will be on specific strategies to avoid escalation of inappropriate behaviors in the class. Topics to be discussed include: evaluating student strengths using Gardiner's Multiple Intelligence Model; setting up a class to promote success; materials and techniques to de-escalate students; what to do if all else fails.

Marguerite Flood, Assistant Director of Special Education; Mary Bloom, Speech and Hearing Teacher; and Diane Bailey, Special Education Teacher, all from the Orange-Ulster BOCES, Goshen, N.Y.

SALON H

1.J. INNOVATIVE PRACTICES FOR TRAINING YOUNG ADULTS TO WORK WITH TROUBLED CHILDREN

Each summer for the past seventy years, over 150 college-age students from across the country converge in Rhinebeck, New York. They work fourteen hour days, seven days a week for ten consecutive weeks hoping to change the life of a troubled young child. In the process, they themselves change.

This presentation will describe the unique training approach used at Ramapo Anchorage Camp, one of the few residential programs that serves children, aged four to fourteen, with a wide-range of emotional and behavioral disorders, and learning problems. Most of the camp's counselors are drawn by their interest in careers in human service, and their quest for personal challenge. After participating in an intense orientation prior to the start of the program, counselors begin an odyssey of self-discovery and professional growth.

Participants in this workshop will learn the components of a competency-based training and supervision program, and those factors which help to attract young, highly motivated staff.

Bernie Kosberg, Executive Director, Ramapo Anchorage Camp, and Susan Kosberg, Adjunct Professor, S.U.N.Y. College at New Paltz, New Paltz, N.Y.

ALBANY

1.H. A WALK THROUGH WRITING A GRANT PROPOSAL

The presenter is an experienced, seasoned grant writer with excellent success in obtaining State and Federal grants. During this workshop participants will be walked through the steps recently followed in obtaining the $838,475. bilingual/correctional education training project which he currently directs. Various grant writing strategies will be discussed with an eye toward helping the newcomer.

Joseph Trippi, Professor of Special Education, S.U.N.Y. New Paltz, New Paltz, N. Y.
BOARDROOM

LUNCH -12:00 - 1:00 P.M.

GENERAL SESSION II 1:00-3:00 P.M.
Immediately follows lunch

Keynote Presentation:
PUNISHED BY REWARDS: BEYOND BEHAVIOR CONTROL

Presented by: Alfie Kohn

Co-Sponsored by Mid-Hudson Teacher Center

The most basic choice for educators to make is whether to do things to students or to work with them. The category of "doing to" includes not only punishment but also rewards. In this presentation, Alfie Kohn explains why both ways of manipulating behavior are not only ineffective but actually destructive to students' interest in learning, their concern for others, and their capacity to take responsibility for their own actions. Although the field of special education is marinated in behaviorism, children with special needs and challenges deserve better than points, charts, stickers, and other instruments of control.

BREAK-BREAK-BREAK-BREAK-BREAK
Refreshments 3:00 - 3:15

WORKSHOP SESSION II
90 Minute Workshops - 3:15-4:45

2.A. SPECIAL SESSION - FOLLOW-UP

This workshop will serve as a follow-up to the keynote session and will permit Dr. Kohn to expand upon concepts discussed in his keynote presentation.

Alfie Kohn, Lecturer, Author, Boston, Mass.
SALONS F & G

2.B. CREATIVE DRAMATICS: A STRATEGY FOR BEHAVIORALLY DISORDERED STUDENTS

This workshop will attempt to present activities and methodology which can be implemented in the classroom including all students.
Activities which creative dramatics promote include; positive behavior, group dynamics, working alone or with others, listening skills, release of emotion, release of energy, and self control. Strategies may be introduced on different occasions until a format has been developed. These may include: breathing techniques, movement, opportunity to verbalize, non-verbal communication (charades), and the use of imagination.
These techniques offer the opportunity for staff collaboration, carry over techniques, and inclusion. This will be a hands-on demonstration type presentation.

Roberta Kovacs, Ulster County BOCES, New Paltz, N. Y.
TROY

2.C. MEDIATION AS A CONFLICT RESOLUTION PROCESS: A NEW AGENDA FOR RESPONDING

This workshop will focus on the promotion of mediation as a positive conflict resolution process in our schools. Participants will be led through a brief introduction to the mediation process and the communication skills necessary to promote resolution. Emphasis will be on strategies to develop and implement the program and ongoing opportunities for participants to improve their mediation techniques and skills.

Frank Cutolo, Special Education Teacher, Kingston High School, Adjunct Professor S.U.N.Y. at New Paltz, Associate Editor **PERCEPTIONS**.
SALON H

2.D. EMOTIONALLY DISABLED STUDENTS INCLUDED? OF COURSE!

This presentation will explore an inclusion program of emotionally disabled students in a regular fifth grade class, where collaborative teaching and cooperative learning are the primary tools of education. Participants will be given the opportunity to examine the approaches this team practices, as well as explore what would work for them.

Michele Marable, Adjunct Faculty, SUNY College at Buffalo, Diane Marts and Grace Maylin, Inclusion Teachers, Como Park School, Erie I BOCES, Lancaster, N. Y.
SALON A

2.E. 'LIFE PAKIN' & PREPARING YOUTH FOR THE FUTURE

This training will present some of the common emotional dynamics and barriers that youth experience as they transition and prepare for discharge. Topics include developmental considerations, identity issues, separation and loss, making peace with the past and creating a discharge safety net for youth.
Highlighted will be the role of significant adults such as family members, foster parents, and agency staff in assisting youth in the development of a Life Pak. The Life Pak is a valuable tool that can be used to teach youth how to organize their possessions, important documents and anything else they will need to better prepare them for the future. Participants will be presented with different strategies and ways to use this model with youth.

Lisa Roberts, Special Education Teacher, and Beatrice Owens, Rehabilitation Counselor, both with Hillside Children's Center, Auburn, New York.

SCHENECTADY

2.F. ART DISPLAYS: CREATIONS BY EMOTIONALLY DISTURBED STUDENTS

This workshop will allow participants to share their students art work with those in attendance. The group will have an opportunity to discuss the use of art as a form of communication. All art work brought will be displayed. An opportunity to make positive comments, that can be passed onto the artist, will be afforded. This workshop will allow teachers to talk and share ideas related to art and the ED/BD student.

The facilitator/presenter will be prepared to discuss with participants potential uses for their student's art work which may enhance self esteem and bring them a few dollars for their efforts. At least one journal uses ED/BD student art for covers of their quarterly issues. A representative will be present to discuss guidelines to submit art for consideration. Selected art earns the student $50. and a few copies of the issue.
While it is not necessary to bring art work to this workshop, it is highly encouraged. Pre-conference contact is encouraged via mail to the address below to arrange for exhibiting your student(s) work.

Karen Robinson, Steuben-Allegany BOCES, Hornell City School District, Hornell, N. Y. 14843.

ALBANY

REGISTER EARLY
SAVE DOLLARS!

2.G. APPROPRIATE ASSESSMENT INSTRUMENTS/PROCEDURES FOR CULTURALLY-LINGUISTICALLY DIVERSE STUDENTS WITH SPECIAL NEEDS

How to design and implement a pre-referral assessment/intervention system that employs appropriate and non-biased assessment procedures for the purposes of: avoiding the over-representation of students with cultural and linguistic differences in special education and accurate identification of students with cultural and linguistic differences who have need of special education services.

Howard Sanford and Ramon Rocha, Associate Professors of Special Education at SUNY Geneseo, Geneseo, New York.

COLONIE

2.H. MEETING THE NEEDS OF THE SPECIAL EDUCATION STUDENT WITH CO-EXISTING CHEMICAL DEPENDENCY

The DAYTOP Village Secondary School is a N.Y. registered non-public secondary school embedded within a larger drug treatment program known as a "therapeutic community." This unique program utilizes a transdisciplinary team approach to evaluate and remediate the needs of adolescents. Presenters will offer a program overview focusing on the educational component. Team building examples and experiences, along with a curricular presentation will facilitate a discussion about the particular needs of recovering special education students. Topics included will be diagnostic and prescriptive teaching, behavioral and emotional issues, learning disabilities, and self-esteem.

Michael Shulman, Headmaster, and Alan Amtzis, Director of Special Education, both from Daytop Village Secondary School.

SALON B

The following individuals have made a significant contribution to making this conference a success:

Robert Michael
Ed Kelley
Russ Dalia
Maureen Ingalls
Janis Benfante
Kristen Keiser
Hildreth Rose
Mark Costello
Jim Stowell
Lynn Sarda
Pam Pendleton
Kate Mahar
Mary Kay Worth-Kewley

THANK YOU from the many educators who have benefited from this conference.

SATURDAY
MARCH 23, 1996

WORKSHOP SESSION III
90 Minute Workshops - 8:30-9:45

3.A. A YEAR IN THE LIFE

Follow three ED youngsters through a challenging and exciting year of high school. Experience the successes and frustrations of a mainstream student. Accompany a self-contained youngster through a year of growth and development. Discover the unique challenges faced by a vocational student. This workshop will include journal writings and work samples of three students from Hornell High School (all within the Steuben-Allegany BOCES program). A slide show will highlight memorable events in each youngsters year. A discussion of team teaching, ED methodologies, and their impact on adolescents will also take place.

Bev Croston, Cathy Rohan and Jean Gugliotta all Special Education Teachers, Hornell High School, Steuben-Allegany BOCES, Hornell, New York.

TROY

3.B. THE EFFECT OF REHABILITATION WITH COMPUTER ACCESS ON BLIND PEOPLE'S SELF-EFFICACY

This study, was designed to investigate if differences exist among three levels of rehabilitation (1) access to computer training, (2) no access to computer training, and (3) no rehabilitation training in blind people's perception of self efficacy. The major question investigated was: Does the level of rehabilitation program affect blind people's self-efficacy?

Farouk Khalil, New York State Commission for the Blind and Visually Handicapped, and Adjunct Assistant Professor at S.U.N.Y. College at New Paltz, New Paltz, New York.

ALBANY

***Visit Conference Exhibitors and get your ticket for one of two Marriott Escape Weekends. One will be given away Friday and Saturday* during the afternoon break.**

3.C. HORTICULTURE THERAPY TIPS FOR WORKING WITH EMOTIONALLY DISTURBED YOUTH

Participants in this workshop will learn goals and strategies for utilizing horticulture therapy while working with emotionally disturbed populations. Hands on activities, slide show, lectures and hand outs will be used to teach participants innovative ways to limit frustration, ensure success and increase confidence through indoor and outdoor garden projects. Participants will explore creative ways to use horticulture therapy in all curriculum areas in a classroom or residential setting.

Deborah Brunjes, Horticulture Therapist, Orange-Ulster BOCES, Goshen, N. Y. and Instructor at New York Botanical Gargens, Bronx, New York

SALON C

3.D. UNDERSTANDING WHY FIGHTS START & INTERVENTION STRATEGIES

Adults are dealing with students who are angrier and more aggressive than in the past. It is important for anyone involved with today's students to have an understanding of what to do when a fight breaks out. This workshop will explore reasons why students fight, stages of a fight and appropriate interventions. Emphasis will be placed on developing pro-active procedures for programs.

Val Mihic, Staff Specialist, Dutchess County BOCES, Poughkeepsie, New York.

COLONIE

3.E. RECIPES FOR SUCCESS: CREATING A COMMUNITY OF LEARNERS

The presenter will share successful whole language learning experiences, in all curricular areas, in which students in grades 6 through 10 have participated. Students range in ability from primary to post high school and are classified learning disabled or emotionally disturbed. Specific examples of student work will be highlighted. Participants will come away with things that they can utilize as soon as they return from the conference. The presenter will also describe how a successful 8:1:1 program, which incorporates mainstreaming, was developed in a Middle School.

Kristin Kendall-Jakus, Special Education Teacher, Dansville Middle School, Dansville, New York.

SCHENECTADY

EARLY BIRD REGISTRATION DEADLINE

February 2, 1996

3.F. CONNECTING WITH HARD TO REACH FAMILIES

Teachers often report that they work with families that are not involved with their children, do not respond to school notes, and do not attend parent conferences. These parents are described as "not caring." In return, parents describe teachers as judgmental and schools and agencies as threatening. This workshop will explore possible reasons behind this rift between families and schools/agencies. Strategies to narrow this gap between schools and families will be explored.

Connie Flood, Adjunct Associate Professor, SUNY at New Paltz, and Ralph Flood, Special Education Teacher, Wallkill Central School District, Wallkill, New York.

SALON B

3.G. "CONSORTIUM" ...HOW SEVERAL NEIGHBORING SCHOOL DISTRICTS PROVIDE COST EFFECTIVE COOPERATIVE SERVICES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

In over 15 years, 30 classes and other innovations have evolved to include classes for emotionally disturbed children. The ED staff meets monthly as a support group to address staff development, behavior management strategies, and to liaison with outside agencies.

This cooperative effort has led to other innovations including shared transportation, preschool classes, grant writing and shared staff.

Edward Kerkhoven, PPS Director, Wayne School District and David Abeling, CSE Chairman, Williamson School District.

SALON A

3.H. CURRICULUM STRATEGIES FOR STUDENTS WITH EMOTIONAL AND/OR BEHAVIORAL DISABILITIES

The presentation will focus on approaches to curriculum that will engage students with ED/BD in learning. The majority of teachers, particularly at the secondary level, must use the mainstream curriculum with modification. This workshop will present examples of modifications and approaches that offer interest and appeal to ED/BD students.

Lorraine Taylor, Professor and Catherine Whittaker, Coordinator of Special Education State University of New York at New Paltz, New Paltz, New York.

SALON F

REGISTER EARLY AND SAVE DOLLARS!

3.J. BALANCING HIGH EXPECTATIONS AND PROGRAM MODIFICATIONS

We all know that students accomplish more when teachers and parents have high expectations for learning. But we also know that the diverse needs of students with disabilities require flexibility and adaptations in curriculum, instruction, and expected outcomes. In this presentation, participants will learn about a framework for developing curricular accommodations and instructional adaptations and instructional adaptations that maintain high expectations for students. The framework, which was developed by the Center for School and Community Integration at Indiana University, focuses on nine areas of interventions that can be used to adapt student programs: input (how instruction is delivered), output (how students respond), size (how much students should learn), difficulty (level of the lesson), level of support, time, degree of participation, alternative goals, and substitute curriculum. Participants will use the framework to solve example problems of classroom practice.

Lee Lashley, Teacher of the Hearing Impaired, Valley Central Schools, and Carl Lashley, Assistant Professor, SUNY at New Paltz.

SALON G

3.K. YOUR TEACHER CENTER: WHERE THE EDUCATOR'S VOICE IS HEARD!

This workshop will focus on professional growth opportunities and the teacher center, where staff development is determined by teacher interests. Highlighted will be a needs assessment that finds out what educators want to know, current topics of interest, how to address those needs, and an exploration of how teachers can serve as consultants to help other practitioners. Activities and materials about the Mid-Hudson Teacher Center will be shared with participants.

Lynn Sarda, Director, Mid-Hudson Teacher Center and Editor of PERCEPTIONS.

SALON H

Do you have a restless urge to write?

Submit your practitioner based intervention strategy to:

Lynn Sarda
Editor PERCEPTIONS
Old Main Building, Room 212,
SUNY at New Paltz 12561

9:45 - 10:15 A.M.
EXHIBITS/COFFEE/DANISH

Visit our exhibits and win an "Escape Weekend" at the Marriott. Pick up drawing tickets from Exhibitors.

WORKSHOP SESSION IV
90 Minute Workshops - 10:15-11:45

4.A. DEVELOPING SELF ESTEEM OF TROUBLING YOUTH

This workshop will provide a comprehensive program in the development of self esteem of troubling youth. The style of the presenter is humorous, dynamic and passionate. Topics of the workshop will include: building level climate; developing learner strengths; communication skills; instructional activities to build self esteem; and developing self esteem of faculty and staff.

Len Schaiper, Department of Special Education, Youngstown State University, Youngstown, Ohio.

SALON B

4.B. PROMOTING PERSONAL BEHAVIORAL RESPONSIBILITY A "TWIST" ON MANAGEMENT SYSTEMS

Behavior management systems are one of the most commonly used tools to help manage classroom behavior. Unfortunately, anyone who has employed a traditional management system knows firsthand that the very system designed to improve behavior can have the opposite effect. In this session, we'll begin by exploring reasons why traditional teacher directed management systems "backfire" including: issues of consistency; how a child's self-image influences their ability to accept or reject both positive and negative feedback; and issues of blame. Since some participants may be "locked in" to using a traditional system (which may be program/schoolwide), we'll discuss practical responses to address these issues.

The majority of the session, however, will be spent familiarizing staff with a suggested management system which encourages students to monitor their own behavior through guided self-evaluation; encouraging the development of personal responsibility. This system has been effectively used with both elementary and secondary students and has been especially successful with students who have not functioned well under traditional systems.

Mary Beth Hewitt, CHOICES Coordinator, Wayne Finger Lakes BOCES.

SALON C

4.C. UNDERSTANDING AND PROMOTING POSITIVE PARENT/SCHOOL RELATIONSHIPS

This workshop will process and provide information on effective parent/school communications. Factors that contribute to the formulation of parent perception of a school program, as well as, effective planning for dissemination of information and conferencing will be discussed.

Frank Cutolo, Special Education Teacher, Kingston High School, Adjunct Professor S.U.N.Y. at New Paltz, Associate Editor PERCEPTIONS.

SALON A

4.D. CONSIDERATIONS OF THE COMMITTEE ON SPECIAL EDUCATION RELATED TO INCLUSION

This presentation will focus on issues which surfaced prior to and during the introduction of inclusion into the Pawling Central School District. Issues to be discussed include: parent concerns; jobs; collaborative prep time; training; roles of staff; team teaching vs. support; "weighing" of students; problem resolution; union concerns to include mandates; Board of Education concerns, cost, parent/teacher support, and accountability; bringing back out placed students and a variety of other issues.

Steve Throne, Director of Pupil Personnel, Pine Plains Central School District, Pine Plains, New York

TROY

4.E. THE HUDSON RIVER: PROVIDER, NURTURER, FRIEND

Take a journey through the past, present, and future of a river that has touched the lives of so many in so many different ways. Explore the opportunities it offers your students in every discipline. The Hudson truly is a living textbook, laboratory, and resource for students and teachers. Projects, themes, and trips will be outlined, displayed, and shared.

Share our experience in the development, implementation, and assessment of a year long project. Techniques such as cooperative learning, team teaching, group investigation, learning through assessment, peer and self evaluation will be discussed. Building self esteem, peer partnering, developing standards and organizing information are also incorporated in this project. In this middle level interdisciplinary project, students with special educational needs were easily included and were successful. This workshop will show how.

Joseph Pesavento, Special Education Teacher and Diane Antalek, Reading Consultant at Marlboro Middle School, Marlboro, New York.

SCHENECTADY

4.F. OFF-CAMPUS ALTERNATIVE EDUCATION

The focus of this presentation is to introduce and explain the components of alternative education for emotionally disturbed students in an off-campus setting. The program is designed to work with students who experience continual acting out problems in the district setting and have eliminated placement options within that setting.

Program focus is on behavioral control and social interaction. To that end, the program components include: "THOR" an outdoor adventure program promoting self-esteem and self-concept; academics; counseling; and networking. Other program specifics such as staffing, eligibility, longevity, supervision, housing and materials will be covered.

Don Jones and Barbara Ryan, Special Education Instructors from Jefferson-Lewis BOCES, Watertown, New York; Mary Beth Denny, Special Education Instructor, Alternative Education Program at Children's Home of Jefferson County; and Roger Ambrose, Social Worker, BOCES Alternative Program, Watertown, New York.

SALON F

4.G. BEHAVIOR DISORDER? LEARNING DISABILITY? OR CULTURAL DIFFERENCE?...ASSESSING CULTURAL FACTORS IN BEHAVIOR AND LEARNING

Assessment for possible special education placement typically fails to consider the influence of students' cultural upbringing on their behavior. Additionally, nearly all the standardized instruments that we use contain cultural bias. This means that culturally determined actions and learning style characteristics are often misinterpreted, resulting in inappropriate special education placement. Nationally, African American youngsters and students from poverty areas are over-represented in programs for emotional and behavioral disorders. Depending on the school district, this is often the case for Hispanic, Asian, and Native American youngsters. This interactive workshop addresses cultural issues in assessment, discussing problems found in typical evaluation instruments and procedures, and providing guidelines for engaging in culturally sensitive assessment.

Tom McIntyre, Professor of Special Education, Hunter College of CUNY.

SALON G

Registration Includes membership in ANYSEED through March of 1997

4.H. THE ROPES COURSE: A SKILL AND CONFIDENCE BUILDING PROGRAM FOR YOUTH

Staff and students of Anderson School present their shared experiences in a wilderness survival program. Residential placed youth generally share common feelings of ineptitude, loss of self esteem, and lack of confidence. This program teaches confidence building, trust, and provides opportunities to interrelate..

Lucy Newman, Clinical Director and Jerry DeLorenzo, Program Staff, Selected students from the program, Anderson School, Poughkeepsie, New York.

COLONIE

4.J. IN THEIR OWN WORDS: A PROJECT IN GROUP SELF-EXPRESSION

This workshop will discuss a residential junior high school level group project. In their weekly group, the students have been encouraged to tell their stories in their own words, and secondly, to record these stories in their own written words as though writing a book. The group has examined their experiences prior to placement and at home, the process of being placed in a residential setting, their first day in placement, and their thoughts since then about school, family, staff, and adults in general. Several students will be co-presenting this workshop with Mr. Oni-Eseleh. Also discussed will be group process, and how self-expression has affected staff working directly with students.

Ohiro Oni-Eseleh, CSW, Anderson School, Poughkeepsie, New York, and students from Anderson School.

ALBANY

4.K. TEACHING AESTHETIC VALUES TO LD/ED CHILDREN IN A RESIDENTIAL AND DAY PROGRAM FOR CHILDREN WITH SPECIAL NEEDS

The Abbott Union Free School District provides programs especially designed for children with special needs. This special act public school district enrolls students from the residences of Abbott House and day students from community school districts in Westchester and Rockland Counties. A major goal of the district is to teach an appreciation and awareness of aesthetic values. This workshop will focus on challenges involved in developing an appreciation and awareness of aesthetic values. The enhanced role of the school's art curriculum and outcomes will be discussed.

Michael Frazier, Superintendent, Abbott Union Free School District, Irvington, New York.

BOARDROOM

4.L. TEACHING SOCIAL PROBLEM-SOLVING STRATEGIES TO AGGRESSIVE AND ANTISOCIAL YOUTH

This workshop will present techniques that have been successfully used to teach aggressive and antisocial students to effectively solve their interpersonal problems. This researched based program has been used with antisocial and at-risk students enrolled in public schools as well as with incarcerated adolescents. The program combines cognitive strategies (teaching the student how to think) as well as behavioral techniques (teaching students how to follow through once they have made a decision). The presenter will provide practical information for setting up similar programs. Handouts and discussion time will be provided.

Mary Magee Quinn, Adjunct Faculty, George Mason University, Fairfax, Virginia.

SALON H

LUNCH 12:00 - 1:00 P.M.

GENERAL SESSION III 1:00-2:30 P.M.

Keynote Presentation:

PREVENTING VIOLENCE IN CHILDREN AND ADOLESCENTS: WHAT'S NEW, WHAT WORKS, AND WHAT DOESN'T

Presented by: Dr. Eleanor Guetzloe

In reaction to the obvious escalation of violence among children and youth, many innovative programs aimed at prevention have been implemented in schools and communities across the country, some of which have produced positive outcomes and some of which have not. This presentation will focus on the more effective and promising of these programs, with emphasis on those that are replicable in other settings.

SALON E & D

Visit Conference Exhibitors and get your ticket for one of two Marriott Escape Weekends. One will be given away Friday and Saturday during the afternoon break.

WORKSHOP SESSION V
90 Minute Workshops - 2:45-4:15

5.A. SPECIAL SESSION: DISRUPTIVE, DISTURBED, AND DANGEROUS STUDENTS: WHAT SHOULD WE BE DOING WITH THEM?

This session will address appropriate strategies for working with our most difficult students in the classroom and school. The major focus will be on management, instruction, and treatment approaches that are practical, effective, and safe. Time will be allotted for questions and answers.

Eleanor Guetzloe, University of South Florida St. Petersburg, Florida.

SALON F

5.B. THE REAL GOAL OF EDUCATION.... CREATING A VISION TO LIVE IN PEACE

What is the secret of a truly successful and productive relationship? What is it about certain people... certain organizations... certain families... certain communities that makes them so special and so outstanding as model success stories?

Well... we all know the answer. There really is no secret. It is obvious that these people trust one another, respect one another's needs and feelings and opinions. They conduct their affairs with honesty and integrity. They treat each other kindly and gently... with patience, understanding, and compassion. They listen to one another... and even when they are not in agreement... even when they feel disagreeable... even when they are under stress... they behave respectfully and responsibly toward one another.

I would like to share with you some thoughts about these successful special people and about how I believe they came to be so blessed.

Joseph V. Burger, School of Education, Dowling College, N. Y.

SALON G

5.C. CAN WE ACHIEVE STATE OF THE ART AND SCIENCE PRACTICES IN EDUCATING STUDENTS WITH EMOTIONAL AND BEHAVIORAL CHALLENGES?

There has been a steady increase in the number of students identified as severely emotionally disturbed or behaviorally disordered in out society and its schools. Furthermore, effective educational and management programs for these students are generally difficult to develop or include within the mainstream of general education.

Carmen Iannaccone, Professor, Exceptional Education, State University College at Buffalo.

SALON A

5.D. CURRICULUM REFORM AND FAMILY EMPOWERMENT: SOME INNOVATIVE THINGS TO DO WITH STUDENT REFUGEES OF THE INCLUSION MOVEMENT

A school psychologist, social worker, and special educator at a day school serving 132 severely behaviorally disordered students (7 to 18 years of age), present the positive results of a 4 year two-pronged program revision. The school (1) transformed a largely skills-based instructional design into an integrated thematic curriculum, and (2) expanded a behavior management program to a comprehensive family service delivery system. The philosophy, planning process, administrative concerns, teaching and family work strategies, and results will be presented. Participants will receive materials that can be used with school staff to implement a schoolwide thematic curriculum. Participants will also work with a family services manual. The presenters believe that exciting innovations can continue in specialized environments to avoid creating a class of refugee students waiting to be included in regular education.

Edward Dana, Social Worker, Paul Fantetti, School Psychologist, and Elizabeth Williams, Teacher, all from Martin De Porres School, Queens, New York.

SALON B

5.E. RESULTS OF A FOLLOW UP STUDY OF EMOTIONALLY HANDICAPPED STUDENTS

This presentation/discussion summarizes the results of a comprehensive follow-up study of rural EH students who had participated in the St. Lawrence/Lewis County BOCES Special Education programs. The details of face-to-face interviews with parents, students and social workers will be presented. Responses to seven areas of inquiry including: educational interventions; family indicators; social indicators; educational outcomes; employment indicators; public assistance and SSI status; and criminal justice and family court involvement generate numerous questions as to the effectiveness of current interventions and future programs.

John Welch, Counseling Department Chairperson, St. Lawrence/Lewis County BOCES.

SALON C

Send conference registration (one person per form) to ANYSEED on or before deadline for reduced rates.

Send Hotel registration form to Albany Marriott by March 8, 1996 to assure staying at Conference Hotel.

5.F. ANYSEED: PAST-PRESENT-FUTURE

This 'cracker-barrel session' will review ANYSEED's beginnings, history, mission and discuss the future. Founded 31 years ago to address the training needs of New York State's teachers, paraprofesionals, child care workers, and other mental health workers with ED/BD students, ANYSEED is proud of its past. Past-Presidents and Executive Board members will be on hand to respond to questions, address how you might become active within the organization and to thank you for your participation in this conference.

Hildreth Rose, President; Bob Michael, President-Elect and Conference Chairperson; Maureen Ingalls, Secretary; Janis Lindsay and Pam Pendelton, Membership; Ray Stenberg, Treasurer; Ed Kelley, Historian; and Bob Aikin, Ted Kurtz, and Russ Dahia, all Past Presidents; and Lynn Sarda, PERCEPTIONS Editor.

BOARDROOM

NOMINATE FOR ANYSEED AWARDS TO BE GIVEN AT THE MARCH 1996 CONFERENCE

DO YOU KNOW AN OUTSTANDING TEACHER?

DO YOU KNOW A PERSON WHO VOLUNTEERS FOR EVERYTHING?

DO YOU KNOW AN INDIVIDUAL WHO HAS MADE SIGNIFICANT CONTRIBUTIONS IN EDUCATIONAL OR ORGANIZATIONAL LEADERSHIP?

GENERAL SESSION IV 6:00 - P.M.
(session immediately prior to dinner)

Keynote Presentation:

TECHNOLOGY: BRINGING STUDENTS AND THEIR TEACHERS INTO THE 21ST CENTURY

Presented by: Stan Silverman

Technology has created many new educational opportunities for students and teachers. Computers and related technologies provide challenging tools and open many pathways for learning. The audience will share in this multimedia presentation using text, sound, graphics, animation, and video.

SALON E & D

SUNDAY
MARCH 24, 1995

8:30 - 9:30 ANYSEED
ANNUAL BUSINESS MEETING

General Session IV 9:45-11:00 A.M.

Conference Wrap-Up

Panel Discussion

Moderated by: Mark Costello
& Ted Kurtz

"Where Do We Go From Here?"

Over the past decade **ANYSEED** Conferences have ended with an invigorating Wrap-Up where problems highlighted during the Conference are discussed by the keynote presenters, and conference attendees, in an informal manner. Solutions, are proposed to the problems we face working with ED/BD students. Often participants have set future directions and/or themes for ANYSEED's Annual Conference.

SALON C

BRUNCH - 11:00 A.M.

Have a Safe Trip Home!

CONFERENCE NOTES

CONFERENCE NOTES

CONFERENCE NOTES

COLLEGE COURSE INFORMATION

The ANYSEED Professional Development Division, in conjunction with the 31st Annual Conference Committee and the School of Education at SUNY, New Paltz, is pleased to announce the establishment of a three hour graduate course associated with the 30th Annual ANYSEED Conference, March 21-24, 1996.

Course: 39593

Contemporary Issues and Problems in Working With Students With Emotional/Behavior Disorders

Description: This course is concerned with issues and problems related to working with emotional/behavior disorders, as identified in the Conference sessions. In-depth analysis of major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required. This course is intended for persons who will assume responsibility for independent study work and who have demonstrated competencies in this area.

Among the general course requirements are:

1.) Attend the full 31st Annual **ANYSEED** Conference.
2.) Attend class sessions scheduled for March 21, at 8:00 p.m.; March 22 at 5:00 p.m.; and March 24th, 1996, at 9:45 am. in the Conference hotel.
3.) Summarize and analyze each of the workshops and keynote presentations attended. The student is expected to attend a workshop for every scheduled session, as well as each keynote address.
4) Read a minimum of 20 articles and/or books concerned with the themes of the Conference.
5) Readings should be those that have been written, recommended, or suggested by workshop presenters. See handouts and bibliographies by presenters for further suggestions.
6.) Develop and implement a written project that summarizes and analyzes the information taken from the presentations and the literature. The written paper must evidence Conference proceedings, recommended readings, keynote addresses, workshop information and handouts, and general readings concerning behavior disorders through incorporation and citation within the text. The paper is also to include original classroom lesson designs that are based on strategies and techniques discussed and included within the **ANYSEED** Conference.
7.) Submit written report by June 13, 1996.

Detailed guidelines for course requirements will be distributed in the first class meeting.

*****ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS*****

To register for the conference and the three credit hour College Credit course, send the items below to:

Ms. Claudia Petersen, 9535 State Road, P.O. Box 247, Glenwood, New York 14069

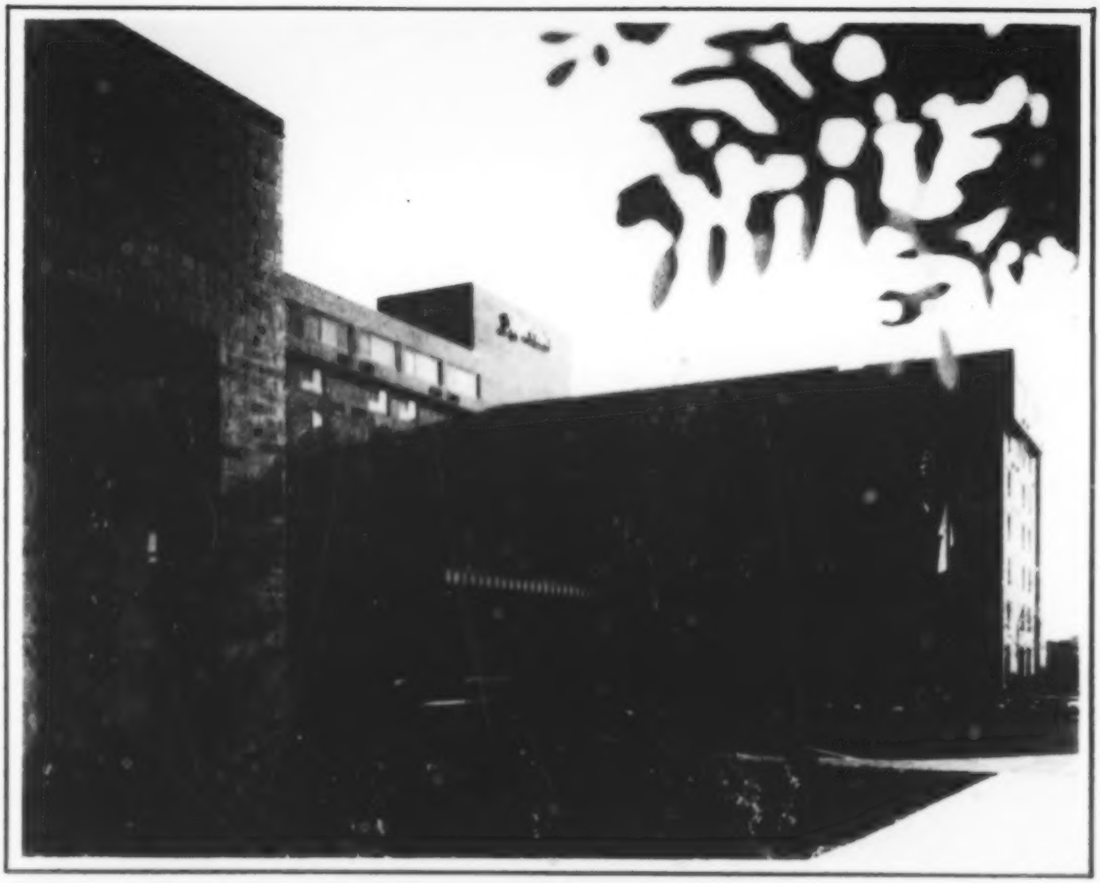
1.) One copy of the **ANYSEED** Conference Registration Form completely filled in for each course registrant with a check to cover Conference Registration and Preconference registration, if also attending Preconference. Add additional $35. if attending the Preconference on March 21, 1996.

2.) Check for **$ 672.05** to cover Course Registration (Payable to **ANYSEED** Prof. Development Div.)

3.) Hotel/food costs are additional and optional. They are not included in above fees. However, meals may be purchased ala-carte by filling in appropriate spaces on conference registration form or you may decide to purchase the hotel/meal package plan directly by using form on page 20.

4.) Remittances for course registration, conference registration, and any meal purchases may be combined into one check or money order.

CHECK YOUR REMITTANCE TO ASSURE ACCURACY



ANYSEED

announces its

31st ANNUAL CONFERENCE
March 21st through 24th, 1996

at the

Marriott Hotel
Albany, New York

31ST ANNUAL ANYSEED CONFERENCE HOTEL REGISTRATION FORM

Return to: ANYSEED CONFERENCE REGISTRATION
Albany Thruway Marriott
189 Wolf Road
Albany, New York 12205

ANYSEED COLLABORATIVE CONFERENCE - MARCH 22-24, 1996
PRECONFRENCE DATE- MARCH 21

PACKAGE INCLUDES: TWO nights accommodations for Friday, and Saturday, plus:
- $10. Marriott Money (may be used in all shops, restaurants, and lounges)
- Friday, Saturday lunch
- Friday, Saturday Dinner
- Sunday Brunch

Double Occupancy - $ 210. per person
Single Occupancy - $ 300. per person

ADDITIONAL NIGHT(S): If you are planning on staying an additional night because you're coming in the night before the Conference, or two nights early for Conference and Pre-Conference, the following rates are available: Wednesday or Thursday Evening $90. (single or double occupancy)

IMPORTANT: The package must be purchased as offered! The Marriott will not accept any modifications of any kind to the above packages.

Reservations must be guaranteed by submitting the form below and a major credit card number to the Albany Marriott by March 8, 1996. This is an absolute cutoff date after which you will not receive the special conference rate and will be charged at the current corporate rate. **Include a tax exempt form** with your registration ONLY if your organization is covering your **entire** payment with **their** check.

- -

Clip and return form to address above: Check-In After 4:00 P.M. **PLEASE PRINT CLEARLY OR TYPE**

Credit Card #______________________ Signature: ______________________

Exp. Date: ___/___/___Type:___Visa ___ Master Charge Other: ___________

Date Arriving:__________________ Date Departing: __________________

Name: ______________________ Street:______________________

City: ______________________ State:________________ Zip:__________

Home Phone: ( ) ________ ________ **Work Phone:** ( )________ ________

Accommodation: _____Single _____ Double _____Non-Smoking Room

Roommate: ______________________ Single rate applies if roommate not specified

Special Dietary: (Specify on separate sheet and mail to Marriott with this form).

IMPORTANT: Send only one registration form per room! This form should have both roommates on it.

Are You Registering for the ANYSEED Hotel/Food Package _____Yes _____No

Are You Staying Other than package nights (please check which)? ____ Wednesday ____ Thursday

Register Early!

Special Rate valid ONLY through March 8, 1996 after which corporate rate applies.

1995 ANYSEED CONFERENCE REGISTRATION FORM

Please, one participant per registration form, make copies if needed. Type or Print requested information and check appropriate spaces. **Make check payable to ANYSEED and return to:**

ANYSEED c/o Mary Kay Worth-Kenley, P.O. Box 405, 103 Brooklyn St., Portville, NY 14770
(Federal ID # 13-3022914)

DON'T SEND THIS REGISTRATION FORM TO HOTEL! - HOTEL FORM IS ON A DIFFERENT PAGE!

Name: ______________________ Street: ______________________

City: ______________________ State: ______________ Zip: ________

Home Phone: (   ) ______________ Work Phone: (   ) ______________

Organization: ______________________________________

Special Disability Needs? ______________________________________

Return advance registration form with your check prior to February 2, 1996 to pre-register for the 31st Annual Collaborative Conference. Conference Programs will be mailed in early January 1996.

- Submit registration on or before February 2, 1996 and receive EARLY BIRD discount -

REGISTRATION OPTIONS (Circle and list cost at right)	**EARLY BIRD RECEIVED BEFORE 2/02/96**	AFTER 2/02/96 BUT BEFORE 2/23/96	AFTER 2/23/96 BUT BEFORE 3/08/96	**DO NOT MAIL AFTER 3/08/96** At Door Cost Applies	
				At Door	$ Remitted
PRECONFERENCE	$ 35. Includes Lunch	$ 35. Includes Lunch	$ 50. Includes Lunch	$ 60. Includes Lunch	________
Conference Costs					
FULL CONFERENCE	$ 125.	$ 160.	$ 185.	$ 225.	________
FRIDAY ONLY	$ 90.	$ 110.	$ 130.	$ 175.	________
SATURDAY ONLY	$ 90.	$ 110.	$ 130.	$ 175.	________
MEALS: Advance purchase ala-carte (Do not purchase if staying on hotel package)					
Meal function tickets will be distributed when you check in at the registration desk					
Dinner on Friday =	$27.00		= ____		
Dinner on Saturday =	$29.00		= ____		
Thursday, Friday or Saturday Lunch =	$15.00 X ____ number of days,		= ____	Grand Total	
Sunday Brunch =	$17.00		= ____	All Meals =	________
TOTAL AMOUNT ENCLOSED: Please Check and Re-Check Your Totals. Avoid Delays Later.					________

- **GROUP RATES** vary depending on size of group. For details call (914) 257-2834 (Groups of 10 or more).

- **STUDENTS:** (full time only) Submit current student ID copy for full Conference registration fee of $75.00.

- **No cancellations will be considered after February 21, 1996.** Prior to that date a $25. handling fee will apply to refund requests.

- **Conference registration fees do not include any meals.** Hotel/meal package represents an outstanding value.

- **Will you be staying at the hotel on the package (to help us estimate numbers)?__YES__NO**

- **ORGANIZATIONAL MEMBERSHIP:** Indicate Collaborating Organization membership below, attaching copy of 1995-1996 membership card to assist us in determining which organizations supported this Conference.

ANYSEED	NYSAVESNP	ASEA	CCBD	CASE
☐	☐	☐	☐	☐

REGISTRATION FEE INCLUDES ANYSEED MEMBERSHIP FEE FOR 1996-1997 SCHOOL YEAR

ANYSEED AWARDS

The ANYSEED Executive Board has established over the years four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Boards' intent that members of ANYSEED nominate award recipients. **Please fill out form below and submit with your conference registration form.** The specific awards are:

STEVEN J. APTER LEADERSHIP AWARD - The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, and commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by February 9th. Non-monetary award. Plaque awarded at Annual Conference.

EVERETT KELLEY VOLUNTEERISM AWARD - This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by February 9th. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD - Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by February 9th. Non-monetary award. Plaque awarded at annual conference.

CONRAD HECHT MEMORIAL - This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, a school or an agency. Guidelines for funds use are flexible, as long as, a student or students benefit. Funding will not exceed $500. annually. Awards average in the $250. range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by February 9th with awards made by May 1st. Executive Board action required. Recipient reporting within **PERCEPTIONS** or at an annual conference is required.

Nominations must be submitted on the form below by February 9th.

Nominator Name:____________________ Address:______________________ Zip:_____

Nominator Phone Number: ( )_____-_____ Are You a ANYSEED Member? ___Yes ___No

Specific Award to be considered:________________________________

Name of Person to Be Considered:________________________________

Address of Recipient:__________________________ Zip:_____ Phone: ( )____-_____

Why would the above candidate to be a worthy of recognition? Please describe what it is about the person that makes him/her an outstanding recipient of this award. You may attach additional documentation if you wish, however, this is not necessary.____________________

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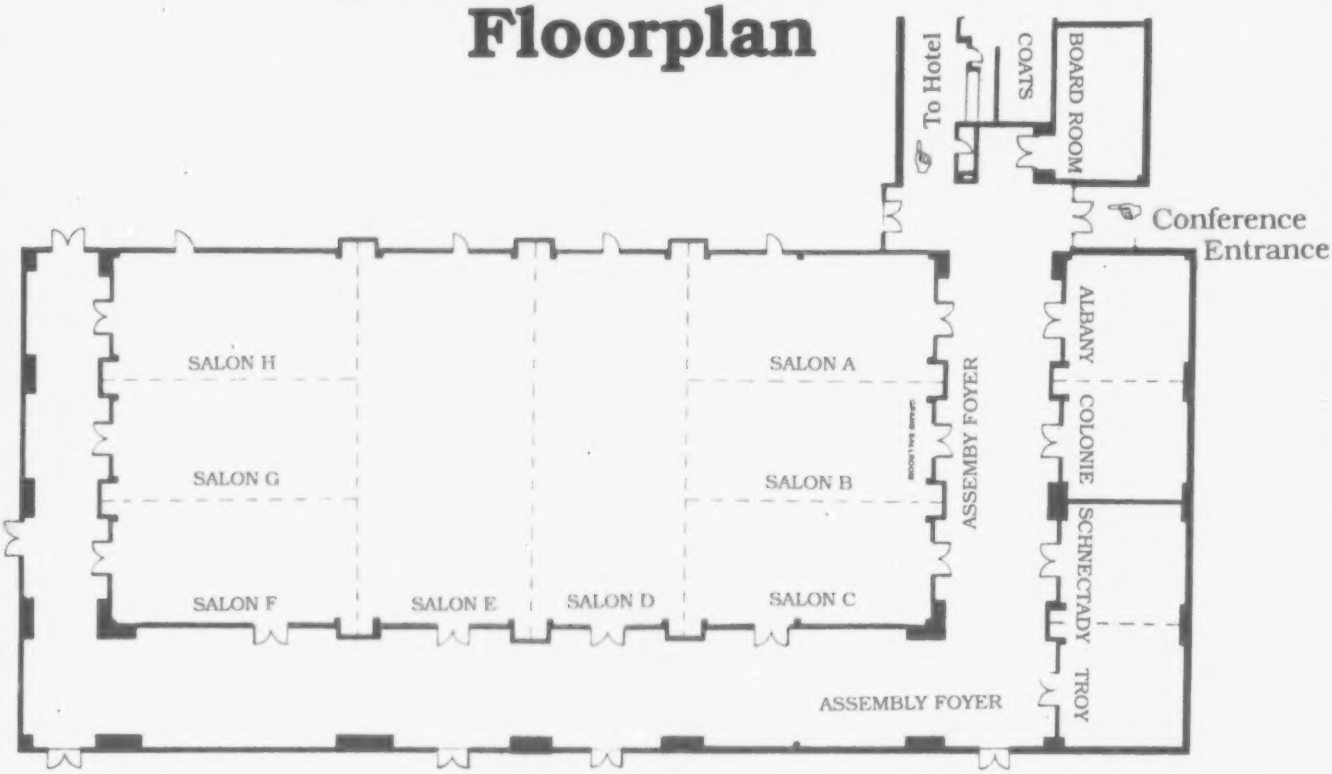
If Hecht Mini-Grant Funds - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages to be typewritten.

Nominations by February 9th to: Janis Benfante, 598 Concord Drive, Webster, New York 14580

Albany Marriott Conference Floorplan



MEMBERSHIP FORM

Association of New York State Educators of the Emotionally Disturbed

c/o Janis Benfante and Pam Pendleton, 598 Concord Drive, Webster, New York 14580

ANYSEED *Chartered by the Board of Regents*

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☐ I am a retired teacher, paraprofessional, supervisor or administrator. Enclosed is my **$15.00** dues. Select a local chapter affiliation by checking a box at the left.

Signature of Department Chairman

Contribution in addition to Membership Fee!

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THURSDAY MORNING

Commissioner Richard Mills - Invited

"The State of Education in New York and How We Can Make It Special"

THURSDAY LUNCH

Myrna Mandlawitz

"A National Perspective of IDEA"

FRIDAY MORNING

Martin Brokenleg

"The Circle Of Courage"

The circle of courage proposes reclaiming youth at risk. These ideas will help to create resilient children.

FRIDAY LUNCH

Alfie Kohn

"Punished By Rewards: Beyond Behavior Control"

Children with special needs and challenges deserve better than points, charts, stickers, and other instruments of control.

SATURDAY LUNCH

Eleanor Guetzloe

"Preventing Violence In Children and Adolescents: What's New, What Works, and What Doesn't"

This presentation will focus on many innovative programs aimed at prevention have been implemented in schools and communities across the country.

SATURDAY DINNER

Stan Silverman

"Technology: Bringing Students and Their Teachers Into The 21st Century"

The audience will share in this multimedia presentation using text, sound, graphics, animation, and video.

SUNDAY MORNING

Mark Costello and Ted Kurtz

"Conference Wrap-Up"

Keynote presenters and audience react to issues raised during the conference.

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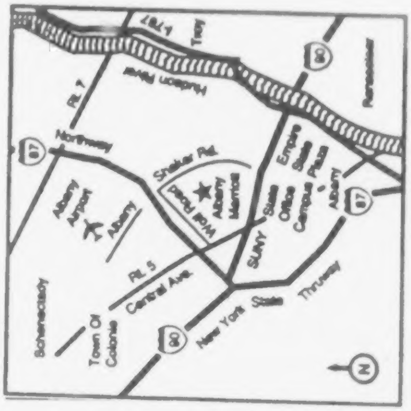
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perceptions

VOLUME 30, NUMBER 3 SPRING 1996

A Journal for Practitioners

STANDARDS, INITIATIVES, AND PROPOSALS

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A Publication of the Association of
New York State Educators of the Emotionally Disturbed
ANYSEED

374

STATEMENT OF PURPOSE

perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the
Association of New York State Educators of the Emotionally Disturbed.

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Perceptions Editor: *Lynn VanEseltine Sarda*

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GUIDELINES for SUBMISSION of ARTICLES

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8 1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association.

A cover sheet is to accompany the article, including:

- title of article
- name of author (s) , affiliation
- address (es) of author (s)
- telephone number (s) of author (s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. *Manuscripts should be sent to:*

Lynn Sarda, Editor *Perceptions*
Old Main Building, Rm 212
State University of New York
New Paltz, New York 12561

perceptions

A Publication of the ANYSEED

A Journal for Practitioners

SPRING 1996
Volume 30
Number 3

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STANDARDS, INITIATIVES, AND PROPOSALS

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The advertisements and views expressed in *Perceptions* are not necessarily endorsed by the general membership or executive board of ANYSEED.

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FROM THE EDITOR

by

Lynn Van Eseltine Sarda

The recent ANYSEED conference drew an audience of over 400 persons interested in the education of individuals with emotional disturbances and other essential topics in special education. General sessions were extremely informative and there were lively reactions from the packed audiences. Hallway conversation found attendees excitedly debating philosophies about working with children or discussing increased sensitivity to cultural differences. Classroom strategies, programs, and materials were abundant in several workshops, in which topics like teaming and interdisciplinary work were showcased. Technology received a much-needed focus during a general session on multimedia, with many in attendance seeing for the first time how technology can truly be infused into the curriculum.

The conference was, indeed, thought-provoking. It brought together special and general educators to discuss issues that have direct impact on the lives of teachers and children today. The blend of professionals from both worlds cannot help but produce greater understanding of the varied disciplines and needs within each group, as well as the commonalities shared between them. It is hoped that new knowledge was gained; broadened perspectives were acquired; and increased professionalism was produced.

The Conference Recap is shared from the thoughts of Conference Chairperson, Robert Michael. A major part of this issue of *Perceptions* is photos from the conference. The interest and activity level of participants, presenters, and conference planners are apparent in the Photo Scrapbook.

This current issue of *Perceptions* continues the discussion of current and emerging issues of importance to educators in New York State. Standards, curriculum and assessment schedules, teleconferences, and other SED initiatives are presented along with information from the Catskill Regional Teacher Center publication, *On Center*, and our regular columnist, Myrna Calabrese. A federal, then state, initiative on School-to-Work is examined in an article by Gene Silverman. Other federal and state initiatives and proposals are viewed by James Fogarty.

Additional features in this issue include a search for a new ANYSEED logo and a book review by Sherryl Berti. We hope you will find *Perceptions* an interesting and useful resource in your professional library.

ANYSEED'S 1996 CONFERENCE

by

Robert Michael, Conference Chairperson

Over 440 people learned and shared together at ANYSEED's 31st Annual Conference held at the Marriott Hotel in Albany, New York. The preconference, "Advocating for Education," was held in conjunction with the annual meeting of the Association of Special Education Administrators and the Council of Administrators in Special Education. Over 200 individuals attended the preconference meetings.

ANYSEED's annual conference, "Innovations: In the Classroom, In the School, In the Community," was well received by conference participants. The keynote speakers gave everyone something to think about. Martin Brokenleg, Alfie Kohn, Eleanor Guetzloe, and Stan Silverman truly got the discussions going. Conference workshops were well attended, with may people noting how useful and applicable they were. Again, ANYSEED established itself as New York State's association that is truly dedicated to meeting the needs of the educator who is concerned with students with emotional and behavioral problems.

"Wow, what a conference!"

"I may not always agree [with the speaker], but it gets me thinking."

"I'm going to try that out in my classroom."

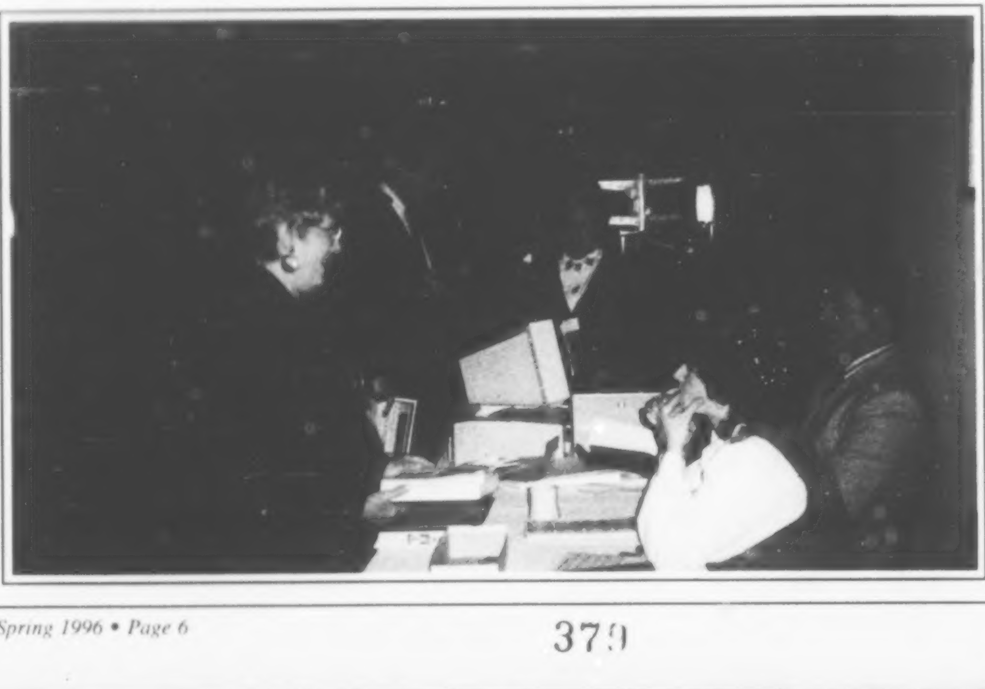
"This conference is unbelievable! Where's it going to be next year? I'll be back!"

(comments overheard at the ANYSEED Conference)

ANYSEED CONFERENCE
Photo Scrapbook!

ANYSEED President, Hildreth Rose *(center)* and two assistants prepare the conference table.

Keynoter Eleanor Guetzloe, Past ANYSEED Presidents Bob Aiken and Dolores Calandrea, at presenter check-in table staffed by ANYSEED treasurer Ray Stenberg and ANYSEED secretary Maureen Ingalls.



Keynoter...

Keynoter Alfie Kohn

James Fogarty
and
Alfie Kohn
exchange thoughts.

Workshops...

Presenters
Joe Pesavento
and
Diane Antalek
set up their
workshop materials.

Michael Frazier shows a conference participant some workshop materials.

Conference Presenters...

Frank Cutolo, Joe Pesavento, Michael Frazier, Steve Throne, and Chairperson Bob Michael at the display area.

The Mid-Hudson Teacher Center

Stan Silverman and William Stennett work with Bob Michael at the general session introducing multimedia.

Award of appreciation...

Bob Michael
and
ANYSEED
Past President
and
Award of Appreciation
recipient
Russ Dalia.

Conference Chairperson Bob Michael *(second from left)* chats with keynoter Stan Silverman, STW presenter Gene Silverman, and Lynn Sarda.

The following information was reprinted with the permission of *On Center*, Volume XII, Number 6 from the Catskill Regional Teacher Center, Bugbee Hall, SUNY Oneonta, Oneonta, New York 13820

NEW YORK STATE TIMELINES

Curriculum - Instruction - Assessment

STANDARDS: LEARNING STANDARDS=CONTENT STANDARDS AND PERFORMANCE STANDARDS

These are described in the Curriculum Frameworks as "a broad description of the principles, topics, and modes of inquiry or performance in a discipline which provides the basic structure of ideas upon which a curriculum is based."

Standards	*Regents Approval*
Approved Mathematics, Science and Technology	February 1996
Approved English Language Arts	February 1996
The Arts	March 1996
Languages Other Then English	March 1996
Social Studies	June 1996
Career Development and Occupational Studies	July 1996

"The standards presented to the Regents will reflect the work conducted by the State Education Department and by national groups, such as the National Center for Restructuring Education, Schools and Teaching (NCREST), the Council of Chief State School Officers and the New Standards Project, in which New York is a major contributor. A group of national and state experts will continue to review New York's standards to ensure that these standards meet or exceed those being developed by other national, regional and state standards setting groups."

Instruction: Curriculum/resource guides are being developed to be distributed under the following schedule.

Subject	*Proposed Dissemination Date*
Guide for elementary education	September 1996
Draft English language arts curriculum guide	January 1997
Draft arts curriculum guide	January 1997
Draft mathematics curriculum guide	March 1997
Draft science curriculum guide	March 1997
Draft technology curriculum guide	March 1997
Draft languages other than English curriculum guide	June 1997
Draft health, physical education and home economics curriculum guide	June 1997
Draft social studies curriculum guide	September 1997
Draft career development and occupational studies curriculum guide	September 1997

ASSESSMENT

"The standards will form the basis of New York's assessment system. The Regents examinations will be the foundation. They will be more rigorous and will include such things as more writing, science experiments and demanding mathematics problems applied to real life or work situations. Pilot assessments will be conducted and evaluated over the next year with the best practices being incorporated into the Regents examination system. Specific attention will be given to assessment practices which emphasize tasks that show fundamental understanding of a Regents' level curriculum."

"The current system of Competency Tests (CTs) will be phased out over the next five years in favor of having all students take Regents examinations. Cut points will be established on the Regents examination in order for students to achieve local diploma and Regents diploma credit." The next issue of *On Center* will provide the proposed plan for phasing out the Competency Tests.

NYS ASSESSMENTS READY FOR USE

1997-98

English Language Arts	Elementary and Regents
Mathematics	Elementary and Middle
Math, Science, and Technology (integrated)	Elementary, Middle and Regents

1998-99

Science	Elementary
English Language Arts	Middle
Math A	Regents
Math B	Regents
Social Studies	Regents

2000

Science	Regents
The Arts	TBA
Health, Physical Education and Home Economics	TBA
Languages Other Than English	TBA
Career Development and Technical Studies	TBA

The above was developed from information provided by NYSED. For more information, please call the teacher center director, MaryAnn Luciano at 607-436-3920.

NEW YORK STATE CURRICULUM AND ASSESSMENT TELECONFERENCES

As part of the continued effort to keep teachers in New York State aware of and involved in curriculum and assessment projects, there is a series of teleconferences this spring devoted to important C/A issues. The teleconference schedule is as follows:

March 26	Languages Other Than English
April 2	Careers and Occupations
April 17	Inclusion (Elementary)
May 1	Inclusion (Secondary)
June 4	Health, Physical Education, and Home Economics

Though many of these dates have passed, the schedule reflects the ongoing effort to bring current information to educators throughout the state. Presentations include Commissioner Richard Mills, teachers involved in curriculum and assessment projects, and opportunities for interactive discussion between the audience and presenters. Teleconference sessions are typically designed to increase practical understanding of the relationship between curriculum and assessment.

As discussions about standards become more vital in the state, educators need to know about the interrelationships between an updated knowledge base, curriculum, instruction. and assessment. These teleconferences, along with focus groups and other professional development activities, provide means for teachers to stay current in their knowledge and practice.

To find out about important educational teleconferences, contact your local district, BOCES, or Teacher Center.

ANYSEED 1995 - 1996 BALLOT FOR OFFICERS

Directions:

1. Only current ANYSEED members may vote.
2. Please vote for each office indicated.
3. Please return to:

   Lynn Sarda, OMB 212, SUNY
   New Paltz, New York 12561

PRESIDENT: Bob Michael

PRESIDENT-ELECT: Maureen Ingalls
Other: (write-in) ______________________

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Other: (write-in) ______________________

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Other: (write-in) ______________________

SECRETARY: Mary Kay Worth
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Other: (write-in) ______________________

EDITOR: Lynn Sarda
Other: (write-in)______________________

Signature of Voter/Member: ______________________

From The President

The 31st Annual Conference was recently held in Albany. Due to the hard work of our Executive Board and our Conference Chair Bob Michael, this years Conference was a great success. We were privileged to have a varied selection of workshops and powerful keynote speakers. CASE and ASEA worked with Bob and scheduled a super preconference. ANYSEED brings professional information to all participants. We Look Forward to seeing you all next year in Syracuse.

President,
Hildreth M Rose

ARE SCHOOL-TO-WORK OPPORTUNITIES FOR ALL STUDENTS? INTEGRATING SERVICES WITH SPECIAL EDUCATION AND IDEA

by Gene Silverman

Gene Silverman has previously served as a Coordinator of At Risk Programs at Sullivan County BOCES and as an elementary school teacher. She has a strong background in community/school partnership building and linking human services for youth and families to school services and case management. She also works on grant writing and staff development for technology integration into the classroom.

In 1986, I was privileged to start and manage an alternative learning and work environment for "at risk" youth in upstate New York. Most of the 14- to 16-year-old students we worked with were special education students, primarily learning and/or emotionally disabled. In partnership with BOCES, the school districts, and the Employment and Training Office (JTPA), we created a culture for students to learn and grow in the context of work: work skills, work ethics, work behaviors, work futures. Students attended their school programs as per their IEPs and academic course schedules. They attended THE TEAM after school, on weekends, and in the summers. (THE TEAM: Targeted Help for Employment, Teenage Enrichment and Motivation.)

In developing the program, we realized that, from the early teen years on, earning money and interaction with the "adult" world outside of school were primary motivators for youth. Yet, for many teens, the skills to be successful in both of these areas, as well as the encouragement from peers and adults, was missing. We had found the hook, the motivator, the purpose with which we could define goals and attract participation on the part of the students. We had created a grassroots school-to-work program for students that enhanced the school's formula for career preparation.

In 1990, IDEA was passed to ensure, among other things, that students with disabilities had clear and organized career planning and transitions to higher education and/or employment. This included activities in the school, in the workplace, and special activities that connected the two. In 1994, the School To Work Opportunities Act was passed to ensure, among other things, that students had clear and organized career planning and transitions to higher education and/or employment. This included school-based learning, work-based learning, and connecting activities. The two pieces of legislation have the same goals, yet they have not found each other in our schools.

School-To-Work: A Brief Synopsis

The School To Work Opportunities Act provides "venture capital" for states in the form of five-year grants intended to integrate career education, planning, development, and exploration into the K-12+ environment. (The Act covers students to 21-years-old.) The vehicle for this reform is the formation of partnerships between school districts, higher education, employers, labor, governmental agencies, community groups, parents, and others that will join together to redesign and develop these comprehensive programs *that will sustain themselves and become institutionalized after five years*. Schools will strategize their activities around school-based learning (activities that occur in the school), work-based learning (activities that occur in the workplace), and activities that connect the two (preemployability skills training, forming school-business partnerships, matching students with employers, technical assistance for employers, counselors, etc.).

New York State was one of the first eight states to be funded and is finishing the second year of its federal grant. Fifty-seven local School-to-Work Partnerships were funded, which vary in size and in the stage of development (some are *Planning Partnerships* and other are *Implementation Partnerships*). In addition, New York has developed staff training resources, materials, and technical assistance programs. The Office of Workforce Preparation, temporarily headed by Jean Stevens, is the managing branch of SED for school-to-work programs.

Local Partnerships are in the process of understanding their communities in a new way: as an integrated system of learning and working. This takes time and careful facilitation as neighbors first get to know one another and agree upon strategies that will accomplish the common goals they have set: goals such as high academic standards; career education for all students including work experiences; a revitalized school curriculum that has real-world, work-based skills integrated into it; providing teachers and counselors with good labor market information; and using state-of-the-art technologies for communication, teaching, and training. A typical Partnership planning group might consist of, for example, a manufacturing company, a hospital, a software development firm, a law firm, the JTPA agency, the Department of Labor, a trade union like the Carpenter's Union, a college or two, representation from the Youth Board, some school district teachers or counselors, a Teacher Center Director, parents, and perhaps a community group like the Girl Scouts or a church organization. One can see how time is needed to build familiarity, trust, and a common vision; not to mention some time to visit and learn about each other's organizations, services, products, and missions.

Joining STW and IDEA

If our students were successful in their attempts at college or work after high school, and if employer could find workers with the skills they require, the School To Work Opportunities Act would never have been passed. Our students are leaving high school (those that graduate) grossly unprepared to continue their learning or for the careers of today. Students with disabilities suffer the same fate.

According to the National Longitudinal Transition Study conducted by SRI International from 1985-1993, the following results were determined after studying more than 8000 former special educational students:

- 36% of all youth with disabilities in publicly-mandated special education programs dropped out of school before graduation, higher than the national average for any group of students.
- Less than 17% of young adults with disabilities enter post-secondary vocational programs three to five years after high school graduation.
- 43% of youth with disabilities remained unemployed three to five years after graduation. Many who were employed were employed part-time, made low wages, and did not have health insurance or fringe benefits.
- Many students with disabilities transitioned from school to sitting at home and remaining dependent on family members.

These numbers do not reflect what we now know is possible for students after high school. In recent years, effective programs for special education students have found that, by using principles of self-empowerment, family involvement, and partnerships with employers, post-secondary programs, employment agencies, and specialized counselors, students can find and keep gainful employment and even proceed through viable career paths.

The meshing of STW and IDEA will come at the local level. Partnerships must take the law and the statement "All students" with great intent. In high schools, transition planning and school-to-career efforts can be easily aligned and integrated. Career majors for students, partnerships with employers and work-based experiences, and career portfolios are common to all students. Indeed, those districts with strong transition planning in place have expertise to offer their colleagues for the other students in the school. High schools must identify that the placement of *every student* after high school must be a well-thought-out, organized, and intended action that results from comprehensive career planning and that preparation includes vocational, college, or job placement.

Intermediate schools generally include a strong counseling component in their school-to-career plans. This involves personal investigations of interests, abilities, likes and talents, and goal-setting, along with career exploration in education. Transition planning often begins here, too. Good planning and goal setting is important as students enter the 9th grade and decide on their academic and vocational courses in high school. Many middle or junior high schools will be developing career portfolios for their students. Advocates for students with disabilities must be sure that schools serve all students in this activity, and provide additional activities or services where required to ensure that all students can complete a career portfolio that is genuine and personally meaningful.

Elementary strategies for school-to-careers care primarily school-based. As children participate and reflect, this is the time that educators can adjust and enhance activities or supplement activities to ensure that all students meet the learning objectives identified for the curriculum. These years are building the foundation of all we will nurture and develop as the school years go by. It is essential that *all students* have the same standards and outcomes in career exploration and education. This is challenging, perhaps, for certain students with disabilities, or with limited English skills, but, by partnering and joining with colleagues and support staff, those goals can be met.

THE TEAM program continues today, although it is threatened by the proposed cuts to JTPA Summer Youth funds. For two summers, the youth have work experiences that build their employability skills, work ethic, technical skills, and workplace behaviors. During the school year, employability workshops, health programs, targeted career programs, case management, academic enhancement, and family support provide ongoing TEAM interaction and focused positive support for school success. School and work success are the goals; individual advocacy and planning are the essential strategies. Merging STW and IDEA, students on THE TEAM, like their classmates in school, move along their career exploration path as they approach high school graduation and the future that awaits them.

References

Council of Chief State School Officers. *Including Students with Disabilities in School-to-Work Opportunities.* July, 1995.

For more information about New York State's School To Work Initiatives, contact Jean Stevens, Office of Workforce Preparation, (516) 474-3981.

To contact Gene Silverman and the Nassau County School To Career Partnership, call (516) 997-5410 or write to Nassau BOCES, 1196 Prospect Avenue, Westbury, NY 11590; or E-Mail GSILVERMAN@COSY.NYIT.EDU

ANYSEED LOGO CONTEST!

The Executive Committee of ANYSEED is actively seeking designs for a new logo to replace the current one.

CONTEST RULES:
The logo should be submitted on good quality bond paper no larger that 8-1/2 x 11 inches. The rendering should be black on a white background.

Please submit a typed rationale with your entry so that the Committee can understand the purpose of your design.

Name, address, position, and phone number must be placed on a 3x5 card attached to the rendering.

The Awards Committee reserves the right to accept or reject all entries. All entries become the property of ANYSEED.

AWARD:
The person who submits the winning entry will be awarded a prize of $100 and will be honored at next year's ANYSEED convention. Appropriate recognition will be given in the Fall issue of *Perceptions*.

DEADLINE: June 28, 1996

SUBMIT ENTRIES TO:

Rosario R. Dalia,
Education Supervisor
Pinefield Children's Center
1400 Noyes Street
Utica, New York 13502

TEACHING TROUBLED CHILDREN
A CASE STUDY IN EFFECTIVE CLASSROOM PRACTICE

(Written by Joseph Cambone, 1994)

BOOK REVIEW BY SHERRYL BERTI

Sherryl Berti is a teacher at the Institute for Collaborative Education in New York City. She is presently completing the Masters program in special education at Hunter College of the City University of New York.

In an easily read book, *Teaching troubled children: A case study in effective classroom practice*, Joseph Cambone guides the reader on a journey into the mind and classroom of a remarkable teacher who was successful with students that most think are unteachable.

For two years, Cambone followed a new yet creative and persistent teacher as she developed a sensitive and effective learning program for young emotionally and behaviorally disordered (EBD) students. From the author presenting how the teacher preserved the primacy of the group to his relaying intimate details of the students' social histories, the story was intriguing and full of practical advice for teachers.

Almost every chapter cited examples of the inspiring educator's modes of conceptualizing and actualizing her philosophy. Intertwining the teacher's beliefs were her thorough knowledge of children's normal developmental stages, an experiential base with children, and an understanding of group behavior, teaching, and psychology. As a classroom teacher, one can often be overwhelmed by all of the problems encountered and exhibited by students; the novice teacher's analytical approach reinforced the benefits of concentrating on solvable problems and ignoring casual behavior problems. For example, this teacher did not react sympathetically to a student's mildly inappropriate behavior, knowing that this might reinforce helplessness and maladaptive behavior, and would not solve the immediate behavior problem. The reasoning behind her unhesitatingly rewarding desirable behavior was clearly developed as were the many examples of her specific language to impart social lessons; "You're being good friends." (p.85), "I see the boys doing the right thing." (p.87), "...good ignoring." (p.87). These tools were immeasurably and immediately useful to this teacher/reader. The many months and unwavering patience needed to develop the growth of the seemingly unreachable youngsters reassured the reader of the unpredictability of time limits set for attaining goals. Remarkably motivating was the harmonious integration of the students' social and emotional development through the young teacher's carefully reflected and continually restructured academic goals.

Cambone was successful in his attempt to provide documentation, raise awareness, and stimulate thinking about students with EBD and by what methods they best learn. The author arranged his fascinating exploration into ten subdivided chapters, with almost each serving as a further dissection and analysis of the teacher's global and interrelated educational bent and curriculum. The author emphasized the defeating bias of traditional approaches to EBD students by giving us a teacher who successfully built on student achievement. For example, most people involved with individuals with EBD base their teachings, observations, and writings on a philosophy that predicts, controls, and emphasizes behavioral, emotional, and academic weaknesses. In the supportive classroom cited, the teacher negated popular ideologies and enhanced her students' strong points, thereby insightfully empowering them to gain control of their whole selves. The author was most successful, however, with acquainting the reader with a workable and adjustable framework for teachers to adapt to their own use. By the end of the book, this reader was convinced of the practicality and success of the philosophy presented.

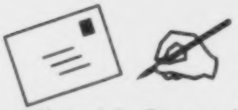
Besides providing documentation, raising consciousness, and stimulating thinking, the author gave validity to his project by thoroughly explaining his experimental method based on videotapes and interviews. He described his methods of removing bias from his research and explained why he chose the selected institute and teacher.

The book, however, was not without problems. Although the author claimed that no comprehensive studies support current ideologies and practices, he did not satisfactorily substantiate this statement. The author claimed no bias in his research project; I believe, however, that it was nearly impossible to avoid bias for or against an atmosphere in which one has spent several years working. In addition, the philosophy and practices of the classroom teacher are enriched and enlayered through a chapter by chapter exposure, but much of the information was unnecessarily redundant.

Given that most classes for EBD have few if any females, the structure of the study would have been stronger had the chosen classroom contained female students. Although certainly not the fault of the researcher, their lack of presence was a possible influence on the classroom tone and a significant omission in the study.

In essence, the author presented an invaluable, insightful and descriptive analysis of the beliefs and actions of a constructivist teacher of students with EBD. Readers are challenged to contrast the current lack of academically and socially successful programs with one that acknowledged potential, ability, and intellectual accomplishment. Future teachers can use this informative book to develop their own educational philosophy. Given the current push for inclusion, general education teachers can also benefit from learning what this study presented as workable with students they may soon have in their classes. Selective information can be used immediately by all teachers to better structure their incorporation of academic, behavioral, and social skills. Overall, readers will be motivated to question and diversify their personal theories, inferences, and practices regarding the education of students with EBD.

LETTERS TO THE EDITOR



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FULL INCLUSION VS INCLUSION: THE EMOTIONALLY DISTURBED NEED NOT APPLY

by James Fogarty

James Fogarty is the Director of Special Education at Eastern Suffolk BOCES, Long Island, NY and has worked in the field of special education for many years.

Special Education is under fire from a number of sources. There are many educators, politicians, and teacher associations who claim that it's too expensive; it doesn't work; it needs to be restructured. A great amount of this debate has been fostered by the push by some special educators and parents towards full inclusion. A lot of these negative feelings about special education are based on discord in the Special Ed community on full inclusion. The special education community, long known for joining forces and fighting for programs for disabled youngsters, is severely divided on the issue of full inclusion versus inclusion. As stated by Fuchs (1995), this has led to a splintering of the normal cohesiveness of the community.

Full inclusion has been a cause that has been championed by a small group of educators and parents of children with severe mental retardation (Fuchs). Full inclusion requires that regular educators receive training and technical assistance so that *all* disabled children be included in the regular education classrooms (Rogers, 1993). Educators who advocate inclusion put forth the concept that disabled children should be educated with their normal peers to the maximum extent possible; however, not *all* may be able to be educated with their normal peers and some may need a different, more appropriate, placement (Rogers). As Kauffman (1995) stated, this debate has been going on for a number of years, with the full inclusion individuals becoming stronger and more vocal over the last five years. The main feeling of full inclusion advocates is that if you put special education students in a regular setting they will do better and learn to become more normal. Teachers and other regular students will learn how to deal with disabled individuals and therefore will be better prepared to handle these students. There is a feeling that the only way you are going to get regular educators to accept and work with special education students is to place them in the regular classroom. It is believed that attitudes will change if you give teachers the opportunity and support to fully include students (Giangreco, 1993). Many of the people who support full inclusion defend their position based on the concept that we should not have to defend full inclusion but others should have to defend exclusion (O'Neill, 1995). There is a general belief by these educators that students would be looked at based on their abilities or strong points rather than by their limitations if they were fully included (Willis, 1994). They believe that students will therefore perform better in a fully included setting (Baker, 1995), although there is very little evidence to support this feeling (O'Neill).

Educators and parents who favor inclusion and a continuum of placement options take up the point of view that you cannot be all things to all special needs students. They would argue that students need different placement options available to them if they are to be successful (Kauffman). These individuals would state that research shows that students who have been involved in pull-out programs have done better academically than their counterparts who were in regular education (O'Neill). There is also recent evidence, especially for students with learning disabilities, that being fully included in regular education settings does not lead to better achievement outcomes (Zigmond et al, 1995). There is a great deal of belief that just placing special education students in regular classes is not beneficial and may even be harmful to students (Shanker, 1995). Many educators fear that this move is designed more to save money on the part of politicians and boards of education that it is to have students be successful (Webb, 1994). They cite the fact that, if a student is to be successful, there needs to be support available (Webb), as well as training for the regular education teacher (Shanker). Probably the biggest concern that regular educators and parents have is the placement of students who are labeled as emotionally disturbed (Kauffman et al, 1995). The perceptions of regular educators can get in the way of the very programs that are needed to support these students in the regular education setting (Martin et al, 1995).

This debate could go on forever but, over the last few years, federal courts have been ruling on a somewhat consistent basis in favor of more fully inclusive settings (McCarthy, 1994). The word "inclusion" does not appear in the federal law, but rather is a term used by educators to describe the process for placing special needs students in a full appropriate public educational setting (FAPE), which is the least restrictive environment (LRE) based on the needs of each student. The federal law that guarantees the rights of disabled children is known as the Individuals with Disabilities Education Act of 1990 (IDEA). This law guarantees that children with disabilities have a right to be educated in the least restrictive environment. They have a right to be educated to the maximum extent possible with their regular education peers. The Supreme Court has yet to deal with the concept of *full* inclusion versus inclusion, or to legally put a full appropriate educational placement in the least restrictive environment. There is little doubt that in the very near future the Supreme Court will have to rule on a case to clarify this debate (McCarthy). No matter how the Supreme Court rules, I don't see this issue disappearing or being clarified quickly. It is going to take a great deal of time and court rulings to finalize which is better: full inclusion or inclusion.

Let me emphasize that inclusion only pertains to students who are not classified as emotionally disturbed. The national trend has been towards separating any student who is violent or disruptive from regular classroom students. Clearly the more violent or socially inappropriate a student is, the great possibility of being segregated from the regular education population. All we have to do is look at the recent federal legislation dealing with gun control that allows students to be excluded from school for up to a year if they bring a gun to school. The Phi Delta Kappa Gallup poll lists violence in the school as the number one concern of people in the United States when asked about their concerns involving public education. The re-authorization of IDEA has as one of its major issues violent students and the problems of regular education in dealing with students who are classified as emotionally disturbed. Regular educators constantly complain they cannot get the more violent student removed from the classroom environment based on all the due process rules under IDEA. It is clear that the Congress will include in the re-authorization a procedure to relieve this situation. It probably will include the ability of Local Education Authorities (LEA) to unilaterally suspend the due process procedures under IDEA for any student who is violent, who brings a weapon to school, or who is a danger to self or others. School districts will probably be able to remove the student for 90 to 180 days without any type of due process hearing; however, they will have to provide a full day program which would include all the services and goals on the IEP. This service is certainly not going to be provided in a regular education setting. It is clear that students who are violent, socially maladjusted, or emotionally disturbed will receive their education in more restrictive settings. Inclusion for these youngsters will become less and less with more segregated alternative programs needed to be developed on a national level.

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CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a SETRC trainer for Ulster County BOCES, Ulster County, New York. She has been involved in special education for the past 23 years and is a regular contributor to Perceptions.

1995 Special Education Legislative and Regulatory Changes

This past school year saw a number of changes in New York State Education Law. Some of the changes were initiated in order to provide fiscal relief to school districts, and some were intended to expedite the special education process to a greater degree of efficiency, while continuing to maintain procedural integrity. This article offers a brief summary of several of the amendments that have been in effect since July 1, 1995.

1. APPOINTMENT OF SUBCOMMITTEES ON SPECIAL EDUCATION

School district boards of education may appoint a subcommittee(s) whose membership *must* include the child's teacher, a representative of the school district who is qualified to provide or administer or supervise special education, and a school psychologist whenever a new psychological evaluation is required or a change to a more restrictive program option is being considered. Other subcommittee members *may* be appointed as deemed appropriate.

The subcommittee can function in the same capacity as the full committee (CSE) except when a student is being considered for *initial* placement in (a) a special class, (b) a special class outside of the student's school of attendance, or (c) a school that primarily serves students with disabilities that is outside of the student's district.

If, at any time, the parent disagrees with the recommendation of the subcommittee, upon written request of the parent, the subcommittee must immediately refer the case back to the CSE. The disagreement must be in regard to a change or modification in the identification, evaluation, placement, or the provision of a free appropriate public education to the student.

Boards of education in cities with a population of over 125,000 *must* appoint subcommittees (New York City, Yonkers, Buffalo, Rochester, and Syracuse) to ensure timely evaluations and placement of students with disabilities.

2. TRIENNIAL EVALUATIONS

The Committee on Special Education must arrange for an appropriate re-evaluation for a student with a disability every three years. The re-evaluation must be carried out by a multi-disciplinary team or group of qualified individuals, and must include at least one professional person with knowledge in the area of the (suspected) disability. The triennial must determine sufficiently the student's individual needs, educational progress and achievement, ability to participate in regular education, and continuing eligibility for special education.

The requirements for a re-evaluation by a school psychologist and physician have been deleted and they are no longer mandated members of this team; however, the CSE/Subcommittee should certainly be in consultation with the psychologist to determine the need to conduct a psychological evaluation.

3. SPECIAL EDUCATION CLASS SIZE VARIANCE

This amendment is effective from July 1, 1995 through June 30, 1997 and applies to school districts with less than one million inhabitants. It is targeted for middle and secondary students only. The change is applicable to local school districts, BOCES, state-operated/state-supported schools, approved private schools, or state departments/agencies. Except for New York City, all of the above may exceed the special education class size standards by 20%; however, districts must begin the school year in compliance with the existing standards.

A variance may be requested through notice to the Commissioner and must demonstrate educational justification. Notice must also be provided to the parents of students in the existing class and to the parents of those students for whom the variance is proposed.

This amendment addresses students in grades 7 though 12, or classes serving students whose chronological ages are equivalent to students in those grades.

A 20% increase would change class sizes in the following way:

Current Requirements	Variance Class Size
15:1	18:1
12:1 + 1	15:1 + 1
8:1 + 1	10:1 + 1
6:1 + 1	8:1 + 1
12:1 + (3:1)	15:1 + (3:1)

4. SPECIAL EDUCATION CLASS SIZE VARIANCE FOR SCHOOL DISTRICTS WITH 125,000 OR MORE INHABITANTS

The following amendment applies to New York City local public school district operated programs. Because of frequent low student attendance at the middle and secondary levels, and resultant under-utilization of special education resources (which has a significant negative fiscal impact), NYC Board of Education may increase class sizes **and** certify that it will conduct a study of attendance problems. Based on the findings of the study, it will implement a corrective action plan to increase student attendance at the same level as students attending regular classes at the secondary school level in the district.

The student-teacher class size ratios are amended to the same extent as in Number 3 above. This change is effective for the 1995-96 and 1996-97 school years, after which it is repealed. The large city school districts of Buffalo, Rochester, Syracuse, and Yonkers may select either this option or the one above.

5. RESOURCE ROOM AND RELATED SERVICES FOR THE NEW YORK CITY SCHOOL DISTRICT ONLY

The New York City School District may increase the number of students in a resource room program, a related service group, and the total number of students assigned to a resource room teacher, by up to 50%. The staff to student ratio in a resource room and in a related services instructional group may increase to eight students to one teacher or related service provider. The total number of students assigned to the caseload of a resource room teacher may become:

	Current	Variance Provision
Elementary	20	30
Multilevel Middle or Secondary	25	38

The total number of students assigned to a related service provider remains unchanged.

6. SPECIAL EDUCATION MEDIATION

All school districts must now offer parents (or person in parental relationship) the option of mediation as an alternative to an impartial hearing in order to resolve disagreements. Special education mediation is a process in which the parent of a child with a disability (or suspected of having a disability) and a representative of the school district meet with an independent, neutral, third party who assists them in reaching agreement concerning issues of identification, evaluation, program, placement, services, or a free appropriate public education. A mediation session must be conducted by staff provided by a local non-profit Community Dispute Resolution Center. Neither the parent nor the school district is responsible for any fees; it is the New York State Education Department that contracts with the centers.

Parents retain all due process rights at all times. They may stop the mediation process at any time and still request an impartial hearing.

Mediation can generally be held within two weeks of the parent's written request to the CSE, the CPSE, or the Board of Education and will take place at a neutral site (not on school grounds). By the end of the session, whatever the district and parents have agreed to will be written as an agreement with both parties getting copies.

The school district cannot require that a parent participate in mediation; it can only offer it as an option.

If more information or clarification is needed on any of the amendments presented here, or if information is desired on any changes that became effective on 7/1/95 and were not included in this article, please call your local SETRC.

ANYSEED AWARDS

The ANYSEED Executive Board has established, over the years, four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Board's intent that members of ANYSEED nominate award recipients. In keeping with this ideal, we will publish, within each issue of *Perceptions,* information concerning the process you should follow to nominate an individual or program for award consideration. The specific awards are:

CONRAD HECHT MEMORIAL FUND. This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, school, or agency. Guidelines for funds use are flexible, as long as a student or students benefit. Funding will not exceed $500 annually. Awards average in the $250 range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by January 15th, with awards made by April 1st. Executive Board action is required. Recipient reporting within *Perceptions* or at an annual conference is also required.

STEVEN J. APTER LEADERSHIP AWARD. The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter, an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, or commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

EVERETT KELLEY VOLUNTEERISM AWARD. This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD. Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

Nominations must be typed, submitted by January 15th, and include relevant items below:
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b) Name of specific award to be considered.
c) **If Recognition Award:** Information must include achievements, historical background, complete name and address of recipient, organization worked for and address, biographical sketch of individual, narrative rationale of why recognition should be given. Your letter of nomination with above information should not exceed two pages. Attach two brief letters of endorsement from other educators or professional affiliates to illustrate merit and/or program commitment.
d) **If Hecht Mini-Grant Funds** - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages.

Send nominations by January 15 to: Janis Benfante, 598 Concord Drive, Webster, New York 14580

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A Journal for Practitioners

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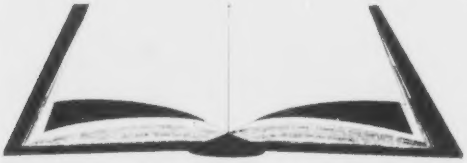

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Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8 1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association.

A cover sheet is to accompany the article, including:

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Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. *Manuscripts should be sent to:*

Lynn Sarda, Editor *Perceptions*
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FROM THE EDITOR

by

Lynn Van Eseltine Sarda

This is a time of great challenges to educators in New York State. Students can be challenging, with their diverse abilities and needs. Curricular and pedagogical concerns can be challenging, with the continuous flow a new information and knowledge within various disciplines. Instruction and assessment can be challenging, with increased awareness of the critical interrelationship between the two. Public perception of education can be challenging, with its abundance of critics and special interests.

The summer issue of *Perceptions* looks at some of the challenges for educators today. Ken Counselman examines early childhood education and its relationship to special education. NYSED has provided notes from Commissioner Mills and a listing of teleconferences, preceded by a piece by the editor on higher standards. Some of the challenges a first year teacher may face are described in an article by Faith San Felice. Addressing the needs of students with Tourette Syndrome is presented by Ray Stenberg. Summer readings are suggested, though they may take you well into the autumn. Finally, the 1997 ANYSEED Conference Call for Presentations form and the ANYSEED Award Nominations Guidelines appear in this issue.

A time of challenge can be a time of reflection, examination, and renewal. As positive problem tacklers and solvers, may educators welcome the vitality that accompanies a challenge. An optimism about the human species, an open-mindedness, and a continuous pursuit of knowledge are qualities important to addressing challenges. Continual professional growth is critical to good teaching. Through professional literature and groups, NYSED resources, colleges and universities, teacher centers, BOCES, and other educational agents, educators have wonderful opportunities for professional development. Challenges become exciting opportunities!

A MESSAGE FROM THE 1996-1997 PRESIDENT

by
Robert Michael

Four hundred and forty participants enjoyed ANYSEED's Annual Conference held in Albany, New York. The Marriott hotel was filled with people discussing and sharing the many new ideas, programs, strategies, and innovations concerning the education of students with emotional and behavioral disorders. Keep in mind that next year's conference will be held on March 7-9, 1997, at the Syracuse Marriott hotel.

The strength of an organization is within the people who form it. ANYSEED is strong because of the devoted members who contribute their time and energy on behalf of this organization devoted to the education of students with emotional and behavior problems. It is a pleasure to work with these individuals on the executive board, on committees, and on special assignments.

There are a number of critical areas that I believe are of primary importance to the organization. First, there is a commitment to an annual state conference that continues to meet the needs of the practitioner. It is necessary to continue to operate in a financially sound manner, while attracting the best keynote and workshop presenters. I invite you yo become involved with our conference planning, as we have a number of committees dealing with various aspects of the conference.

Second, there is a need to update members on current issues, relevant research, and new ideas emanating from the field in our *Perceptions* journal and other publications. I invite you to become involved with our journal by contacting our editor, Lynn Sarda.

Third, we need to strengthen our organization by increasing our membership throughout the state and in other areas of the northeast region. We presently have active members in a number of other states. The need is to activate the membership in these other regions. I invite you to become involved with our membership committee by contacting me or the membership chairperson.

Fourth, there is a need to establish a student-based subdivision of ANYSEED, as well as a higher education interest group. Interested? Feel free to contact any member of the executive board to get involved.

It is indeed an honor to serve as president of ANYSEED. I thank you for the opportunity to serve the organization and hope that you will contact me with your ideas and concerns.

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AN EARLY CHILDHOOD CHALLENGE TO SPECIAL EDUCATION IN NEW YORK STATE

by
Kenneth P. Counselman

Kenneth Counselman is an Assistant Professor of Early Childhood and Elementary Education at SUNY, New Paltz. He is a past Governing Board member of the National Association for the Education of Young Children and is a member of the Consistent Standards subcommittee of the New York State Child Care Career Initiative.

The Career Development Initiative

Special educators need to be aware of a new development among members of the early childhood education community. The New York State Early Childhood Career Development Initiative, a partnership between public and private sectors of the industry, was launched in 1993 with a professionally and geographically diverse group of 120 New Yorkers who were concerned about the quality of children's programs in the state. These early childhood leaders determined that it was imperative to develop a comprehensive, statewide, career development system for early childhood professionals. Subsequent action steps identified included the development of consistent standards for staff preparation and development, establishment of an early childhood information system, and identification of a core body of knowledge framework for practitioners within the field.

By October 1994, workgroups had developed specific strategies to meet perceived needs in the state. They determined that it was important to codify an early childhood knowledge base, establish a framework for career advancement, and improve the quality and consistency of early childhood program standards. Other issues of importance were increasing early childhood education coursework and field work in teacher certification programs, preparing staff to address the diverse needs of children and families, and obtaining credit for previous staff preparation and development experiences. Final strategies addressed the issues of developing high quality two-year degree programs, easing transferral of credit between two- and four-year college programs, and improving access and coordination of staff development opportunities, with specific criteria for selecting staff developers/mentors and making information available on career options and career development opportunities. By the spring of 1995, these issues had been distributed to workgroups devoted to coming up with some solutions to the difficult problems posed by this group of concerns and a director had been hired to oversee the activities of the Initiative. Each of the five subcommittees is presently developing plans for implementation in the near future.

Background

The Initiative was begun in response to the findings of several important studies in addition to continuing evidence of the national neglect of our youngest citizens. As Marion Wright Edelmen has documented so movingly: every 32 seconds, a baby is born into poverty; every three minutes, a baby is born to a mother who received late or no prenatal care; and, every ten minutes, a baby is born at very low birthweight. This is all in addition to the even grimmer statistics which show that: every two hours, a child is killed by firearms; every four hours, a child commits suicide; and, every seven hours, a child dies from abuse and neglect (Children's Defense Fund, 1996).

These statistics show the real-life effects of the national neglect, which several research studies have documents in greater detail. The Carnegie Corporation's devastating report on infant development (1994) showed conclusively that early brain development was much more rapid and extensive that we had previously realized, and that this development was "much more vulnerable to environmental influence that we have ever suspected." These environmental influences were shown to be significantly disastrous for many children, resulting in such frightening effects as lower brain cell count, with accompanying fewer neural connections between those brain cells which remained. Such studies documenting the negative impact of early stress should be no surprise to those teachers who report that "35 percent of American children arrive at school unprepared to learn."

It may be impossible for any one group, even one as large as the educational community, to solve the problem of challenging environmental stressors in a child's life. It should be easier to provide care and a learning environment which can at least mitigate some of the effects of that environmental stress. Here again however, other studies have highlighted the difficulties involved in meeting those needs in early childhood settings. Quite frankly, the individual children who end up in this statistical cesspool experience extremely uneven quality in the programs which deal with many of them.

A pioneering work, The National Child Care Staffing Study, determined some of the causal effects of what Gwen Morgan has described as the "tri-lemma": the inter-connected and conflicting demands of the cost of child care (primarily wages), the level of quality of care, and the amount of money parents and guardians can afford to pay for that care and education. The study found that "the most important prediction of the quality of child care children receive [was] wages [,] despite higher levels of formal education than the average American worker, child care teaching staff earn abysmally low wages." Unfortunately, these low wages translated into high staff turnover, resulting in even lower quality of care for this particularly vulnerable clientele (Child Care Employee Project, 1989).

There seems to be little indication that this quality is improving. Six years after the Child Care Staffing Study was released, Suzanne Helburn (1995) studied 50 non-profit and 50 for-profit centers in each of four states (California, Colorado, Connecticut, and North Carolina). Her worrying conclusion was that "most child care is mediocre in quality, [and] sufficiently poor to interfere with children's emotional and intellectual development." In other words, not only were children being exposed to a wide variety of environmental hazards before they entered care, but that very care and education itself was yet another obstacle to their development and learning.

Additionally, in *Making a Career of It*, Gwen Morgan and others (1993) found that there really was no system to develop well-trained practitioners in early care and education at any level. A system demanding overall planning, effective quality controls, progressive role-related and articulated training, recognition and reward systems, and expanded and coordinated funding is simply nonexistent nationally.

It is not that we do not have significant work informing us about ways to get out of this quality-deficit morass. The magnificent longitudinal studies conducted by the High/Scope Educational Research Foundation in Michigan (Schweinhart, 1993) have amply demonstrated the benefits which a high-quality program can have for populations which are at risk environmentally and in other ways. More recent studies, including two reports from the Family and Work Institute in New York City which were released last year, have shown that even small-scale intervention can raise the level of care significantly enough for us to hope that the cycle of poor care and education which increases risks for children can be broken. The Family Child Care Training Study (Galinsky, 1995) showed that teachers, after short but intensive training, (1) showed greater commitment to their jobs and involvement with professional organizations, (2) were able to help children become more securely attached to their providers, and (3) were even more accurate (honest?) in reporting their income on tax returns! In the Florida Quality Child Care Improvement Study, lower caregiver-to-child ratios and increased credentialing of caregivers (i.e., more education directly related to state licensure) led to improvement of children's emotional and intellectual development, an increase in teacher responsiveness, more positive child management styles, and general "global" quality improvement (Howes, 1995).

Finally, other studies continue to support this general call for increased quality in many different dimensions. Writing in the Packard Foundation's report on long-term outcomes of early childhood programs, Ellen Frede (1995) re-emphasized the benefits to children (in particular, those from low-income families) of low ratios of children to teachers, reflection on and change of teaching practices, long-lasting intervention techniques, and child-focused home/school communication, as well as other curriculum and content practices.

New York's Response

The Early Childhood Career Development Initiative is an attempt to respond to these developments in ways which will make sense to our own diverse and unique population. It is our hope that, by standardizing our expectations about such things as the core body of knowledge in the field, qualification and training of staff, teacher certification, and staff development and career advancement, we can meet many, if not all, of the requirements that the literature proposes for increasing quality of care and education in our state.

Benefits to Special Education

Why should all of this be of any interest to special educators? Beyond the obvious advantages that standardization of these expectations might produce (larger numbers of professionals providing earlier identification of children of special needs, and greater social, emotional, and educational assistance to families at risk), there are certain specific benefits which might accrue from the widespread success of this Initiative. In line with the joint Position on Personnel Standards for Early Education and Early Intervention of the Association for Teacher Education (ATE), the Division for Early Childhood (DEC) of the Council for Exceptional Children, and the National Association for the Education of Young Children (NAEYC, 1994a), raising the quality of care and education will meet the needs of the diverse child population of our state in the following ways:

1) **Teacher Qualifications**. While document preparation is presently still in draft stage (Singer, 1996), there are already strong indications of greater support than ever before for the ability of *all* early childhood practitioners to possess skills and knowledge for working with young children with special learning and developmental needs. The push to make these teachers competent to incorporate knowledge and strategies from all human service disciplines will enable these people to design and implement intervention strategies at an earlier stage and with much greater efficacy. While merely writing guidelines is no guarantee that such competencies will become widespread in the field, a united effort by the early childhood (*and* special education) community, in conjunction with the public agencies with which we are collaborating, can result in at least minimal training being instituted in all teacher-education and other training institutions throughout the state. The presence of a much better qualified early childhood workforce should be of tremendous assistance to special educators as they develop the sophisticated intervention strategies required by many children. Increased qualifications of these regular early childhood education staff members will at last make it possible that many of those strategies can be coordinated in a consistent and effective manner.

2) **Attitudinal changes**. By specifying that most early educators be capable of modifying environments and structuring experiences to meet the needs of all children, including those with special developmental and learning needs, the Initiative can be helpful in changing what seems to be a general disinclination not only in the general public, but particularly in the minds of classroom teachers, to fully implement the principles of inclusionary education. While I would argue that inclusion has always been an accepted practice among high-quality, early childhood programs, many programs have mirrored the hesitation found among members of the general public in accepting disabilities as the normal experience of all children.

3) **Standardization of expectations across roles.** The early childhood community, as befits its multidisciplinary origins, includes people from many different professions with many different roles in providing service to children and families. That community includes not only family day care providers, but also college professors, Head Start workers, social workers, early intervention specialists, child life and medical personnel, seasoned veterans with multiple college degrees, and young people entering the field with little more than enthusiasm and a deep devotion to the welfare of children and their families. As "inclusion ... supports the right of allchildren, regardless of their diverse abilities, to participate actively in natural settings within their communities (NAEYC, 1994b)," the Initiative supports development of the ability in all early childhood practitioners to provide seamless service to children and families across the many different agencies and institutions which have an impact on those children and families. As the compartmentalization of different services is one of the greatest frustrations in meeting these needs, this call for a breadth of knowledge and competencies throughout all roles in the early childhood community is an effort which will provide strong support to the traditional inclusionary ethic of special education.

4) **Breadth of knowledge of developmental ages and stages.**

Finally, in proposing knowledge standards for New York State which support national guidelines (Bredekamp, 1987), the Initiative will expect early childhood practitioners to have increasing levels of ability in designing and implementing instruction and services which extend at least throughout the entire early childhood developmental period, birth through eight years (Singer, 1996). Supporting this standard of knowledge regarding developmental levels over a period of lengthy but intense change means that the Initiative will expect practitioners to be able to meet the needs of children at diverse points within that age span. Teachers with competence at these levels will be of tremendous assistance to special educators as they apply their specialized skills to facilitating the development of individual children.

Questions for Special Educators

While these implications for special education are satisfactory in the abstract, there are a number of questions which it will be important for special educators to ask as this whole process continues. Although the Initiative hopes that its broad base of support and expertise will produce a document and a movement toward a system which is inclusive of the expertise and perspectives of all members of the community, it will perhaps be inevitable that the nuances of the professional perspectives of some may be missed in reaching a total consensus.

The first question that should be asked deals with expectations. It is perhaps unavoidable that this work may reflect the perspective of those working with typically developing children. It may also reflect standards which are found in the relatively narrow culture of traditional early childhood education. Special educators must join with all other specialists in the education community in examining the work of the Initiative to see that their expectations of professionals are also met in any document and advocacy thrust which comes out of our work.

Secondly, it is reasonable to question the extent of the input of special education experts to the development of this process. Is there sufficient representation of these people on the steering committee and on the workgroups to insure that the unique contributions and insights of special education are reflected in any documents produced and actions taken by the Initiative? Will eventual positions taken by the Initiative help or hinder the work of special education?

Finally, and this is both your core question and responsibility, does the work of the Initiative insure that the needs of exceptional children and their families are being met at every stage of the process? Will the Initiative truly meet the needs of all children in the state or will it unconsciously marginalize, yet again, children who are most at risk and in need of services to help them to meet their own destinies to the fullest extent possible?

We hope that the Initiative offers a great opportunity in encouraging the creation of a significant segment of the community as articulate advocates of the needs of *all* children. There is the possibility, however, that this opportunity will be missed if special educators do not join their voices to this statewide effort. Now is the time for traditional allies in the movement for inclusion to speak with unified efforts to both inform this movement and work to produce a product which will help New York become a national model for both early childhood education and inclusionary service provision.

For more information, contact Ruth Anderson Singer, Director, New York State Early Childhood Career Development Initiative, at (518) 463-8663. Address: c/o New York State Child Care Coordinating Council, 130 Ontario St., Albany, NY 12206.

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HIGHER STANDARDS FOR TEACHERS, HIGHER STANDARDS FOR STUDENTS!

by
Lynn Sarda

Lynn Sarda is the editor of Perceptions, as well as being the Director of the Mid-Hudson Teacher Center, one of 117 teacher resource and computer training centers in New York State. For years, she has been vitally interested in teachers being the best they can, and in students having ongoing opportunity to work with caring, excellent teachers.

At local, state, and national levels, the public education system has come under close examination by members of the citizenry. Boards of Education, special interest groups, parents, teachers, community members, and others find a voice through print and broadcast media, or telecommunications, with a range of opinions on a range of issues as varied as the constituents themselves. Common themes within the discourse are ways of funding education, safe schools, student performance, curriculum issues, professional training, compensation, and accountability.

In New York State, former Commissioner of Education Thomas Sobol, and the Board of Regents were instrumental in developing the New Compact for Learning. This document promoted responsibility in education to be shared by community members, parents, and educators, with each component an integral part of the whole educational system. The Compact's base was that 1) all children can learn, and 2) adequate resources must be provided to insure such opportunity. Shared decision-making was developed in schools throughout the state. At the same time, curricular work was addressed through the emerging curriculum frameworks for different disciplines. The frameworks, adopting the principle that all children can learn, defined and delineated major learnings for different developmental levels and different content areas. In a draft form, the frameworks were shared with educators throughout New York. These forums, called rollouts, provided an opportunity for teachers, parents, administrators, and others to review and comment upon the draft. Revised documents, then, were issued for review and use as appropriate.

The current Commissioner of Education, Richard P.Mills, has actively involved himself and the State Education Department in continuing to build excellence in teaching and learning. A major initiative has been the promotion of standards, both learning standards and the implicit teaching standards. To familiarize people with standards, the Commissioner has chosen to use teleconferencing as one means of communication. This electronic medium is a convenient and wide-reaching way of interactive discussion. The coming school year will have many teleconference opportunities for educators to learn about and share in the discussions about curriculum, instruction, and assessment. A commitment to staff development and professional growth is clearly essential to systemic change and improvement in schools. For teachers to work effectively with students and to provide students with attitudes and skills needed to function positively within this culture, they need to be fully aware of new research, new knowledge, and new information about disciplines, teaching, and learning. Those involved with teacher training institutions, as well as practitioners themselves, can surely benefit from the upcoming series of teleconferences on the profession.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

To: *All Teachers, Parents, Principals, Superintendents And Others Interested in High Learning Standards*

From: *Richard P. Mills, State Education Commissioner*

Subject: *Statewide Teacher Conference Scheduled Tuesday, September 3, Over All Public Television Stations*

Date: *June 10, 1996*

"Higher Standards. How will all students be able to meet them?"
People ask me that question a lot these days.

There is no one-size-fits-all answer. The heart of the matter lies in the give-and-take that occurs between individual students and individual teachers.

But I know they *will meet them* because of what I've seen during my visits to more than 60 schools this year. The quality of our teachers just leaps out. And, I'm sure the quality I see will serve us well. There is no doubt in my mind that New York State students will rise to the challenge of higher expectations as they have many times in the past. And, there is no doubt in my mind that New York's teachers will lead them.

To be successful, however, we must focus our efforts and insist on measurable results. In the shorthand of educators, staff development is the key. We all must learn from each other. No top-down effort will ever provide all the answers we need. We must share what works in our classrooms, and, when our students struggle, be quick to find new ways to reach them.

To do this, we in the State Education Department are finding new ways to communicate. Last year we conducted seven satellite teleconferences. More then 24,000 teachers participated in these teleconferences at 240 sites, and many others participated through video tape replays. The feedback from these two-way "interactive" events was decidedly positive. This year we plan to expand them.

Kicking off our new series of interactive staff development events, we will conduct a *statewide teacher conference* on the first day back to school next fall -- *Tuesday, September 3 from 10 to 11 a.m.* This interactive teleconference will air over *all public television stations* in the state.

Following up, we will offer eight two hour and 45 minute interactive teleconferences for school staff during the year, and 10 one hour interactive assistance sessions which will focus on specific areas of interest. In addition, we will offer two prime-time shows over public television for parents. (See attached schedule.) We encourage follow-through efforts in the schools.

Save the date, *Tuesday, September 3.* Join me for the start of an exciting give-and-take discussion about good teaching that will last throughout the year.

TENTATIVE TELECONFERENCE SCHEDULE 1996-97

Date	Time	Topic	Station
September 3	10:00-11:00 am	Statewide Faculty Meeting	All PBS Stations
September 24	3:30-5:45 pm	What Do We Mean "Good Teaching"	KU/C Satellite
October 8	Prime Time	Parents and New Standards	All PBS Stations
October 16	12:30-2:30 pm	Social Studies Standards	KU/C Satellite
October 22	3:30-5:45 pm	How To Use the Internet	KU/C Satellite
November 6	12:30-2:30 pm	School Report Cards	KU/C Satellite
November 19	3:30-5:45 pm	*Integrating Curriculum 1/Elementary	KU/C Satellite
December 6	12:30-2:30 pm	Time/Block Scheduling	KU/C Satellite
January 14	3:30-5:45 pm	Diploma Requirements	KU/C Satellite
January 22	1:00-2:00 pm	Curriculum/TBA @	KU/C Satellite
February 5	1:00-2:00 pm	Curriculum/TBA @	KU/C Satellite
February 11	3:30-5:45 pm	*Integrating Curriculum 2/Middle	KU/C Satellite
March 5	1:00-2:00 pm	Curriculum/TBA @	KU/C Satellite
March 12	1:00-2:00 pm	Curriculum/TBA @	KU/C Satellite
March 18	3:30-5:45 pm	*Integrating Curriculum 3/High	KU/C Satellite
April 2	1:00-2:00 pm	Curriculum/TBA @	KU/C Satellite
April 29	3:30-5:45 pm	Administrative Leadership	KU/C Satellite
May 7	1:00-2:00 pm	Curriculum/TBA @	KU/C Satellite
May 20	3:30-5:45 pm	School Staff Year Wrap-Up	KU/C Satellite
June 5	Prime Time	Parents Year Wrap-Up	All PBS Stations

* ***Integrating Curriculum will be a series of three programs which look at the new standards and curriculum as a Pre-K - 12 unit.***

The first will focus on the impact of the Pre-K - 12 standards at the elementary level.

The second will focus on the impact of system wide standards at the middle levels.

And the third will look at integration of disciplines and other issues at the high school level.

@ These curriculum programs generally will explain contents of new curriculum resource guide. Any comments? E-Mail, WCCAR@SPRYNET.COM. Fax: (518)473-2977. Write: Teleconference, Room 124, New York State Education Department, Albany, New York 12234

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THE IMPORTANCE OF COMMUNICATION FOR THE FIRST-YEAR TEACHER

by
Faith San Felice

It is June 16 and I am about to complete my first year as a full-time special educator. I was assigned to a 1:6:1 class of kindergartners with multiple disabilities. Although the needs of each of my students were quite different, the students shared one common impairment: the inability to communicate effectively. As I worked with my students, their parents, related services personnel, administrators, and various public agencies, I began to recognize the importance of clear communication on personal and professional levels. To a large extent, my job as a special education teacher is to remove the barriers to direct communication - barriers that hinder relationships which are essential for the educational well-being of the students.

The quality of the relationships between special education teachers and their clients, including students and parents, as well as the relationship between their teaching colleagues, administrators, and various public agencies, depends on clear communication. Each relationship is approached from a different perspective and requires considerable planning and care.

As I reviewed the IEPs of my students, I became a bit concerned as I learned that most of my students were "non-verbal." I also learned that my students had difficulty with receptive as well as expressive language. With the assistance of the related services personnel, I came to understand and incorporate various modes of communication into my classroom, including sign language and communication boards. I was also taught the significance of sensory integration as it relates to communication. In addition, I was made aware of possible impediments to learning that decorated my classroom. In my desire to create a lively classroom full of color and sound, I had, in fact, created a "chaotic" environment for those students who displayed some autistic-like behaviors. The additional sensory stimuli had to be reduced in order to promote communication. The desire to understand my students, and the hope that my students understood me, were sources of encouragement and frustration throughout the year.

In order to succeed as a teacher, an individual must be willing to welcome the students' parents or guardians into the education of their child. They must be made an integral part of the learning process. A letter of introduction and a note suggesting the use of a daily communication log are two ways of opening the door to cordial communication. However, occurrences and circumstances outside of the educational realm can affect the communication between parents/guardians and the classroom teacher. A completely dysfunctional family unit, or a family's rejection of additional assistance and help, are two scenarios which demonstrate the forms of environmental stress which may impact the communication between teacher and parent.

Yet another obstacle to clear communication between parents and special education teachers may be the parents' failure to accept the reality of their child's disability. Teachers must be sympathetic to the parents' situation. Most parents want the best for their children; faced with the reality of the situation, they may deny that the disability exists. It is important to remember that parents as well as students need a great deal of support and encouragement in order to begin to accept and overcome any emotional, physical, or mental disabilities.

As an advocate for my students and their families, I had to communicate with various public agencies. Although the representatives at the agencies were quite helpful and genuinely concerned, I found the inability of the legal system to respond quickly to the needs of my students quite frustrating. The legal process which is designed to mediate problems can also become an impediment to the expeditious resolution of these problems. It may take months, or even years, to resolve problems.

The population from which the new teacher draws motivation and encouragement is her/her teaching colleagues. For myself, my peers offered advice, explained school procedures, shared materials, and provided companionship and support on difficult days. They were my support group. Veteran teachers and school administrators should be a first-year teacher's principal source of information regarding the school's educational and behavioral programs. Through their interactions with each other and the students, as well as their individual teaching styles, the faculty members define the norms and values of the school. The new teacher must understand, if not accept, the culture of the school in order to feel successful within it.

As the 1995-96 school year comes to a close, I cannot help but feel a sense of pride in my accomplishment. I completed a most challenging year and I learned an enormous amount. If I may, I would like to offer some advice to upcoming special education teachers.

First, be flexible. Allow yourself to adapt to changes in your room. Pupil attendance, emotions, schedule changes, even the weather, will affect the atmosphere in the classroom. If there are changes in the daily routine, always communicate these changes to the students so that they can make the necessary adjustments.

Second, incorporate your support staff into the daily routine of the classroom. A cohesive classroom staff creates an environment which is conducive to learning. The interactions of staff members should provide a model of appropriate social behaviors to the students. Open communication is the key to proper social exchanges.

Third, listen to your students. Through their words and actions, the students are communicating their needs to us. Student behaviors and achievement will influence the design and implementation of your instructional program.

In conclusion, learn to be satisfied with minor successes in student achievement. Slight improvements for many special education students are tremendous accomplishments when consideration is given to their handicapping conditions.

Remember: "Castles are not built in a day." They are built one brick at a time.

LETTERS TO THE EDITOR

Letters published in Perceptions do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its publication. Considerations include space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of Perceptions.

Letters should be sent to:

Lynn Sarda, Editor, OMB Room 212,
SUNY, New Paltz, New York 12561

*** NOTICE ***

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We need to know the current officers in your chapter, activities that you are conducting, and ideas you have for other ANYSEED chapters! Please share such information by contacting:

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TOURETTE SYNDROME: AN EDUCATOR'S PERSPECTIVE

by
Ray Stenberg

Ray Stenberg is a special education teacher for Eastern Suffolk BOCES, Long Island, New York. He is currently teaching 7th grade in the Tourette Syndrome Program at Masera Learning Center in West Islip, New York. He has been involved in special education for 10 years and currently holds the position of treasurer for ANYSEED.

Tourette Syndrome is an inherited neurological disorder characterized by the presence of motor and vocal tics. These tics can range from simple sounds or movements to complex and occasionally bizarre utterances and motor acts. In addition, there may be other associated disorders such as hyperactivity, obsessive-compulsive symptoms, and attention deficits. As a result, children with Tourette Syndrome and the associated disorders often find it difficult to function in a regular classroom. Many of them require self-contained special education programs within their school districts. Even then, many difficulties arise between the child, the teacher, the parents, and the school district. Often these children are classified as Emotionally Disturbed by school personnel who do not have expertise in the disorder. Apart from the behavioral symptoms, many of these children have performance deficits that interfere with their ability to perform to their potential. Academically, they have the potential to perform at or above grade level, but may not be able to do so due to difficulties in handwriting, written expression, mathematical computations, and/or organizational skills. Even children whose tics are relatively mild may be severely impaired by the features associated with Tourette Syndrome. For instance, children with obsessive-compulsive disorder, or OCD, become so engrossed in compulsive or ritualized behaviors that they often spend significant portions of the school day distracted by anxiety-producing thoughts. The stress of trying to function in an inappropriate program may increase the symptoms which ultimately will further impair the child.

Socially, students with Tourette Syndrome may seem more immature than their peers because of low impulse control and a higher tendency to engage in destructive or aggressive behaviors. Their lack of self-control in unstructured situations may be exacerbated by ridicule or provocation from children who simply do not understand, or who do not want to understand, the involuntary nature of the tics.

Realizing that the needs of school-age children with Tourette Syndrome were not being met, Eastern Suffolk BOCES developed a program that specifically addresses the educational, social, and emotional needs of these children. As a special education teacher for BOCES, I was asked if I would like to become a teacher in the Tourette Syndrome program. I eagerly accepted the challenge and began receiving extensive training from a variety of experts who specialized in Tourette Syndrome and the associated disorders. It is now three years later and I am currently finishing up my third year of working with 7th grade children with Tourette Syndrome. The success rate of the program has been truly phenomenal as we have grown from one elementary class to two elementary classes and 4 secondary classes. We are continuously receiving requests from throughout Suffolk and Nassau counties and have even gone as far as accepting some children from New York City public schools. This past year, a group of doctors, psychiatrists, and members of the National Tourette Syndrome Association came to our school to look at our program and to speak directly with the children who were receiving our services. They referred to our program as the "model environment" for students with Tourette Syndrome. In fact, it is the one and only program that specifically has Tourette Syndrome classes in the country. Since working in the program, I have asked myself time and time again why this program works so well and I strongly believe that the answer lies in the fact that BOCES has made a commitment to address the needs of these children. "Commitment" is the key word. Along with commitment came a series of ideas and methods that needed to be taken seriously by all those involved. These ideas and methods resulted in the implementation of the following key components of the Eastern Suffolk BOCES Tourette Syndrome Program:

- a self-contained 6:1:1 classroom providing a tic-neutral environment in which students can exhibit their tics without feeling ridiculed or stigmatized by their peers;
- a solid curriculum which adheres to New York State guidelines that provides remediation, acceleration, and/or enrichment to meet individual academic needs;
- a structured behavior management system that addresses both common classroom goals to foster mainstreaming and prosocial behaviors as well as individual goals that target specific behaviors;
- two individual and one group counseling session per week to help students understand and acquire control over the behavioral symptoms of Tourette Syndrome, to provide social skills training, and to improve the overall dynamics of the classroom;
- adaptive equipment to provide compensatory and frustration-reducing strategies;
- enhanced parental involvement including daily communication between home and school, parent counseling and training, and parent collaboration in determining individual classroom goals for the behavior management system.

In addition to the above, teachers and administrators are always looking towards returning these students to district as a least restrictive setting. This is often implemented through close coordination with the school district Committee of Special Education, administrators and staff in the student's home school, and the student's family.

Suggested Readings on Tourette Syndrome by Hope Press

Tourette Syndrome and Human Behavior
by David E. Comings, MD, a famous clinician and researcher of Tourette Syndrome

Ryan: A Mother's Story of Her Hyperactive/Tourette Syndrome Child *by Susan Hughes, a mother of a child with Tourette Syndrome*

Hi, I'm Adam: A Child's Story of Tourette Syndrome
by Adam Buehrens, a child with Tourette Syndrome

Adam and the Magic Marble *by Adam and Carol Buehrens, a child and mother team*

Echolalia: An Adult's Story of Tourette Syndrome
by Adam Ward Seligman, a novelist with Tourette Syndrome

Don't Think About Monkeys: *Extraordinary Stories by People with Tourette Syndrome, edited by Adam Ward Seligman and John Hilkevich*

SUMMER READING ... AND BEYOND!

by
Lynn Sarda

Summer has traditionally been a popular time for reading. Teachers are coming off their busy school year pace, and there seems to be real interest in and energy for reading. As the summer passes, reading becomes a way to prepare for the coming school year. Its powers of enlightenment, renewal, and relaxation touch the lives of many educators. Here are some ideas for your reading this summer. These books have been culled from a large collection of literature dealing with workers and children and special needs.

PLAYING WITH FIRE

Creative Conflict Resolution for Young Adults by Fiona MacBeth and Nic Fine (1995)

In the preface, the authors note that this book is designed for all who work with young people. It contains a series of exercises to aid in dealing with interpersonal conflict, anger, and violence, along with learning to use assertiveness, listening, and mediation.

JOINING HANDS

From Personal to Planetary Friendship in the Primary Classroom by Rahima Carol Wade (1991)

Early childhood educators will learn about the importance and vitality of friendship in the lives of children and adults. Communication, cooperation, conflict resolution, friendship in the curriculum, friendly holidays, learning about friendship through books, the Friendship Quilt project, and child play are some of the chapter titles. In addition to a large variety of activities, the book couches its plans in a philosophy that endorses friendship.

A MANUAL ON NONVIOLENCE AND CHILDREN

edited by Stephanie Judson (1984)

Full of engaging activities, this book focuses on cooperative games for preschoolers through adults. The publication results from the work of the Nonviolence and Children program of the Friends Peace Committee. The preface describes a goal of helping parents and teachers "become adults that children look to for nurturance and guidance," presenting usable ways for teachers to create a classroom where children can learn to solve their own conflicts in positive ways.

TEACHING YOUNG CHILDREN IN VIOLENT TIMES

Building a Peaceable Classroom by Diane E. Levin (1994)

This book is written for preschool through grade three educators. It shows how to develop classrooms where children can learn nonviolent alternatives in settling conflicts, where children can feel safe, and where teachers have a variety of positive responses to promote a peaceable classroom.

THAT'S MY BUDDY!

Friendship and Learning Across the Grades from the Child Development Project,
Developmental Studies Center (1996)

This book, and its accompanying videotape, presents a rationale for "buddying" in a school. Building relationships, addressing academics, and benefiting all are some of the topics covered. The book shows how to develop a buddy program, in a classroom and in a school, along with many activities suitable for "buddying."

PEACE BEGINS WITH YOU

by Katherine Scholes, illustrated by Robert Ingpen (1990)

This book for children talks of needs and want, and of peacefulness, along with how conflicts can be resolved to ensure that peace can be sustained.

THERE ARE NO CHILDREN HERE

by Alex Kotlowitz (1991)

This classic describes the lives of two boys in the projects of Chicago. For me, it is filled with both sadness and hope: sadness about the state of the culture and hope because of the resiliency of human beings. A must read!

UNDER RUNNING LAUGHTER

Notes from a Renegade Classroom by Quincy Howe Jr. (1991)

A most interesting look at the secondary teaching experience, this book is authored by a college professor who gave up the "ivory tower" to work in the "real world" of some very disturbing urban teenagers and their teachers. An interesting experience in growth and determination.

WHITE TEACHER

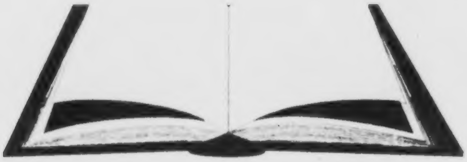
by Vivian Gussin Paley (1989)

Another classic. This respected early childhood educator describes her experiences grappling with an increased awareness of racial and social differences and how that affects both her teaching and her self.

AMAZING GRACE

The Lives of Children and the Conscience of a Nation by Jonothan Kozol (1995)

Along with such writings as "Rachael and Her Children" (on people who are homeless), "Savage Inequalities" (on the horrid inequities in American education), and "Illiterate America" (on pervasive illiteracy in this country), Amazing Grace stands as another Kozol classic. This book examines the excruciating and cruel poverty in which children are born and grow up, or die. Readers are brought (however safely) into lives where rats come with each dusk … "you see them coming out in hordes." *(page 3, Crown Publishers)*



ANYSEED AWARDS

The ANYSEED Executive Board has established, over the years, four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Board's intent that members of ANYSEED nominate award recipients. In keeping with this ideal, we will publish, within each issue of *Perceptions,* information concerning the process you should follow to nominate an individual or program for award consideration. The specific awards are:

CONRAD HECHT MEMORIAL FUND. This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, school, or agency. Guidelines for funds use are flexible, as long as a student or students benefit. Funding will not exceed $500 annually. Awards average in the $250 range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by January 15th, with awards made by April 1st. Executive Board action is required. Recipient reporting within *Perceptions* or at an annual conference is also required.

STEVEN J. APTER LEADERSHIP AWARD. The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter, an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, or commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

EVERETT KELLEY VOLUNTEERISM AWARD. This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD. Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

Nominations must be typed, submitted by January 15th, and include relevant items below:
a) Name of ANYSEED member making nomination, including address, and business and personal telephone numbers.
b) Name of specific award to be considered.
c) **If Recognition Award:** Information must include achievements, historical background, complete name and address of recipient, organization worked for and address, biographical sketch of individual, narrative rationale of why recognition should be given. Your letter of nomination with above information should not exceed two pages. Attach two brief letters of endorsement from other educators or professional affiliates to illustrate merit and/or program commitment.
d) **If Hecht Mini-Grant Funds** - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages.

Send nominations by January 15 to: Janis Benfante, 598 Concord Drive, Webster, New York 14580

1997 ANYSEED CONFERENCE

Connections for Children with Emotional/Behavioral Disorders through Early Interventions, Technology, and Community Resources

Syracuse Marriott Hotel, Syracuse, New York
March 6-9, 1997

CALL FOR PRESENTATIONS

WANTED:
Presentations by teachers, college and university faculty, administrators, researchers, psychologists, child care workers, counselors, social workers, and other persons involved with services and programs for students with emotional/behavioral disorders.

If you are interested in submitting a presentation for review, please send the following information:

- two completed Call for Presentation forms
- two copies of workshop description (100-150 words) to be included in Conference Program (include full title, presenter(s) name and title, and school/program)
- four self-addressed, stamped, letter-size envelopes
- one 3x5 card for each presenter with the following information: presenter's name, title, school/program, home address, home phone, work address, work phone, and any biographical information to be included in the Conference Program

LIMIT: Four presenters.

* *Please note: All presentation are to be 90 minutes in length.*

Conference registration fee is waived for workshop presenters. Special sessions for a separate fee are not included in this waiver. Waiver applies to conference registration only; other costs (hotel, food, etc.) are the presenter's responsibility.

SUBMISSION DEADLINE: November 1, 1996

Return completed form and other required information to:
Maureen Ingalls, 1578 Four Mile Road, Allegany, NY 14706
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WORKSHOP TITLE: ____________________

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I would prefer to present on: ____ Friday, March 7, 1997 or _____ Saturday, March 8, 1997

We will try to accommodate your preference but cannot guarantee.

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The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

Subscription requests will be accepted in any year to commence with the Fall issue. Non-members wishing to subscribe should complete the following form and return it with their remittance.

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The advertising rate schedule is as follows:

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VOLUME 30, NUMBER 34 SUMMER 1996

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A Journal for Practitioners

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VOLUME 31, NUMBER 1 FALL 1996

A Journal for Practitioners

SUPPORTING TEACHING AND LEARNING

A Publication of the Association of
New York State Educators of the Emotionally Disturbed
ANYSEED

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STATEMENT OF PURPOSE

perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

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GUIDELINES for SUBMISSION of ARTICLES

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8 1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association.

A cover sheet is to accompany the article, including:

- title of article
- name of author (s) , affiliation
- address (es) of author (s)
- telephone number (s) of author (s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. *Manuscripts should be sent to:*

Lynn Sarda, Editor *Perceptions*
Old Main Building, Rm 212
State University of New York
New Paltz, New York 12561

FROM THE EDITOR

by

Lynn Van Eseltine Sarda

"Supporting Teaching and Learning" is the theme of this fall issue of *Perceptions*. Education is supported by parents, teachers and administrators, staff developers, college and university staff, community members, businesses, and government. All of these play critical roles in the maintenance and enhancement of schools today. I asked Senator Cook for an article about the relationship between education and government. I knew of the Senator's work with the Senate Education Committee, as well as having heard him speak to my graduate class in special education. His article, "Legislative Action on Educational Issues," provides valuable information and insight into the relationship between school and government; educators need to be well-informed about the process and the outcomes. We appreciate his taking time to write to us.

Faith San Felice writes about what she did on her summer vacation in a piece titled, "A Teacher's Summer: Reflections on Time." The kind of thought and work that can go into a summer, learning from the past experience and preparing for the future one, shows how a relatively new teacher supports the learning of her students, even when "on vacation." Some teachers, however, do not have a summer away from the job. Teachers who teach year-round must find time for reflection, renewal, and preparation while they are working, and that poses an even more complex dilemma. We thank Faith for spending some of her vacation time writing for us, and thanks to Michael Frazier (Associate Editor) for his reminder that many teachers teach year-round. We should like to hear from some of them regarding their opportunities for reflection and renewal and professional growth.

Supporting students with unique educational needs and their parents is the focus of the article by Sherryl Berti. In "Dealing With Chuckie," Sherryl describes an intricate and fragile communication between students, students and teacher, and teacher and parents. In this fictional account, she shares the importance of good conferencing skills in supporting the work of educators and the growth of students and understanding of their families. Our appreciation goes to Sherryl for her article.

Myrna Calabrese adds some tips for free materials from the federal government and from NYSED. Thanks to Myrna for her always valuable information. In "Autumn Reading and Beyond ...," the editor gives some ideas for engaging content area books that support teaching and classroom work.

In "Meet the ANYSEED Officers," readers will have a chance to find out who these professionals are that guide this organization, these volunteers who support our profession with such care and energy. Finally, the Conference Section offers information about the 32nd Annual ANYSEED Conference. This conference is designed to support professional development of practitioners.

****

Our condolences go to the family and friends of Ramon Rocha, who passed away this summer.

****

A MESSAGE FROM THE 1996-1997 PRESIDENT

by

Robert Michael

Recently, the executive board of ANYSEED received notification that Dr. Ramon Rocha of SUNY Geneseo had passed away. It is with great sadness that we inform our readership of his death.

Dr. Rocha served as a consulting editor for ANYSEED's journal, *Perceptions*, presented papers at the organization's annual conference, and was an active, contributing member of the association.

For any members who did not have the opportunity to meet Dr. Rocha, I would like to share some information about him. He received his B.A. degree in secondary education from Parsons College; his M.S.Ed. degree in guidance and counseling from Drake University, and his PH.D. degree from the division of special education of the University of Iowa. From 1959 to 1970, he was a classroom teacher, and, in the years of 1973 to 1986, Dr. Rocha was an associate professor in the Department of Special Education at the State University College at Geneseo, New York. In 1986, he became the Assistant to the Vice President for Student and Campus Life (Multicultural Affairs) at the college. His duties in this position included developing a program which identifies, recruits, and supports potential college students from historically under-represented groups. Recently, he returned to the college classroom to teach students in the special education program.

Dr. Rocha has authored or co-authored fifteen articles dealing with educational issues. In addition to *Perceptions*, he was also a consulting editor for journals *Remedial and Special Education* and *Career Development of Exceptional Individuals*, as well as for the Allyn and Bacon Publishing Company and the Longman Publishing Company.

Ramon Rocha served as a consultant to numerous school districts, businesses, agencies, and colleges. As he once noted on a statement of interest/abilities, "My professional career has revolved around meeting the needs of individuals who represent diversity. I am not, however, limited to working with individuals representing diversity. I possess above average organization abilities, writing and speaking skills, and interpersonal skills that allow me to communicate effectively with a broad cross section of the community."

Anyone who has met Ramon would agree. He was an outstanding communicator, educator, and administrator. However, he was, indeed, much more, as evidenced in his life achievements. Ramon was a wonderful human being ... a smiling face, a hearty greeting, and a vigorous handshake. He will, indeed, be remembered by all.

LEGISLATIVE ACTION ON EDUCATIONAL ISSUES

by Senator Charles D. Cook

Senator Charles D. Cook of Delhi was first elected to the Senate in 1978 and now represents the 40th Senate District (Delaware, Greene, Sullivan, and parts of Orange and Ulster counties). A former newspaper editor, Senator Cook has also served as an Assemblyman (1972-1978), Delaware County Treasurer and County Commissioner of Social Services. He currently chairs both the Senate Education Committee and the Legislative Commission on Rural Resources.

As Chairman of the Senate Education Committee, I was asked to comment on the legislative process. Special education issues were prominent in the 1996 Legislative Session, offering a good backdrop for this explanation.

Simply, the legislative process strives to achieve a balance between those who want to make changes and those who oppose change. On education matters, the Legislature receives recommendations from the Governor, the Board of Regents, and those members of the public with a special interest in the issue.

The yearly process begins with the State of the State address which contains the Governor's vision for the year, and the Executive Budget which implements this vision by shaping the spending for State-funded programs. This year, the bills submitted by the Governor with the Executive Budget made a number of proposed changes related to special education services.

The Board of Regents and those with special concerns scrutinize the Executive Budget and often focus on the relationship between fiscal support and the impact on service levels. Lawmakers benefit from this oversight.

The 16-member Board of Regents oversees education in New York State from pre-school programs to graduate schools. The State Constitution makes the Board and its administrative arm, the State Education Department, responsible for setting educational policy, standards, and rules. The Regents act separately from the Governor and prepare their own budgetary and program proposals.

Many of those who live and work with students - the families, teachers and administrators, service providers and the organizations that represent them - closely follow the legislative process related to education. Those with such special interests help the process by providing insight into the impact of the proposed changes. Acting as individuals or groups, they notify legislators and the Governor of their opinions by mail, phone calls, visits to Albany, and sometimes rallies and organized marches.

The Legislature's role is to find consensus in the budget negotiations with the Governor. The legislative response this year to key Executive Budget proposals that relate to students with disabilities is described below. Earlier in March, the Governor had adjusted his initial proposal by restoring some funding for special education.

Cost Shifts to School Districts

The Executive Budget sought to shift costs from the State to the local school districts for the following programs for students with disabilities: pre-school, summer programs, and services for blind and deaf pupils attending schools listed under section 4201 of the Education Law.

The Legislature added $202.8 million to the State Budget adopted for 1996-97 to avert cost shifts to local school districts for these special education programs.

Special Education Requirements Exceeding Federal Standards

The Executive Budget proposed to change special education requirements that exceed Federal standards, including requirements related to class size, membership on school district Committees on Special Education, and mandatory psychological evaluation/physical exam as part of the evaluation process.

In the final budget, the Legislature did not include these proposed changes.

Excess Cost Aid/ERSSA

The Executive Budget proposed to create a single Excess Cost Aid formula with uniform reimbursement for all school-age special education placements, including summer and private programs, reducing aid by $100 million.

The Legislature continued the existing formula for aiding pupils with disabilities with one change. The public Excess Cost Aid pupil weighting (0.13) for pupils in the least intensive special education placements was discontinued; an equivalent level of support is provided in Educational Related Support Services Aid (ERSSA). The Legislature increased ERSSA funding by almost $17 million, up nearly 73 percent. ERSSA funds speech therapy, curriculum and instructional modification, and direct student team services for nondisabled pupils to maintain their placement in regular education programs. Such programs aid students without "labelling" the pupil as disabled.

BOCES Aid

The Executive Budget sought to cut BOCES aid (which serves many special education students) by 25 percent below what "present law" formulas would generate for the 1996-97 school year.

Legislative action managed to keep BOCES aid for school districts to a slight reduction (2 percent) in the amount they would receive from the existing formula.

Other Budget-Related Changes

In addition to fiscal appropriations, the budget also contains a variety of other educational changes including:

1) Shared Services Savings. The shared services savings program, a Senate initiative, was expanded by permitting school districts and BOCES to include projects undertaken by a county, other municipality, or a human services agency (such as a county Department of Social Services). Districts or BOCES will be eligible to receive 50 percent of the demonstrated savings in every year in which they can demonstrate a savings to the state of at least $100,000 for a maximum of five years.

2) Individual School District Report Cards. School boards in all school districts are required to prepare and make public an annual school district report card comparing the academic performance (on a school-by-school basis) and fiscal performance measures to statewide averages for all public schools, and to the statewide average for schools of comparable wealth.

3) State-wide Annual Report. The annual report to the Governor and Legislature prepared by the Board of Regents in the future will contain additional data related to per-pupil expenditures for students in regular as well as special education programs and also must include percentages of special education students served.

4) Promoting Cost-Effective Public Schools. By January 1, 1988, the Commissioner of Education must identify current structures, policies, laws, and regulations hindering cost-effectiveness; and identify cost-effective districts based on achievement relative to resource allocation.

5) Pre-school Children with Disabilities Program. Municipal and State fiscal responsibility for pre-school special education is continued. The role of Committees on Pre-school Special Education and the right of the parent to select an approved evaluator is maintained, but the evaluator's vote within the Committee is eliminated.

Other changes permit second opinion evaluation prior to placement; detail levels of appropriate services a committee can consider; emphasize use of least restrictive settings; allow summer services to prevent substantial regression, and permit a different service level for July/August; encourage use of parental transportation at public expense; require development of regional transportation cost ceilings; and place a 3-year moratorium on new or expanded self-contained programs.

Emphasis on Collaboration

Educational changes also result from the joint efforts of a variety of agencies and levels of government as seen by the following 1996 actions:

1) Rural Education Advisory Committee. Legislation was enacted to re-authorize the Rural Education Research Program and the Rural Education Advisory Committee (REAC). Recently, REAC has provided mini-grants and conducted valuable studies on mental health services in rural schools; a four-county study related to school violence, drug abuse, runaways, and teen pregnancy; and a follow-up study to the 1992 Rural Interagency Collaboration Study.

2) Efficiency Study Grant. Chapter 15 of the Laws of 1996 expands Efficiency Study Grants which are awarded to districts and BOCES to cover joint school district/municipal collaborative services. Additional service areas now eligible are: facilities, bidding and purchasing, equipment, insurance, maintenance, and communications.

3) Private Sector Forums. Legislators also have opportunities to promote change through participation in private-sector-sponsored forums. New York was selected with Alaska and Maine to participate in the Danforth Foundation's Policymakers' Program which is designed to assist states in coordinating educational and human services for children and families. The New York delegation includes representatives from the Senate and Assembly, appropriate State agencies, and local governments across the State. Senate Majority Leader Joseph Bruno has designated Senator Steven Saland, Chairman of the Senate Committee on Children and Families, and me to represent the Senate. We want our State to improve student outcomes, strengthen families, and shift local systems away from crisis models to early intervention.

Collaboration is essential to making the legislative process work and is the centerpiece for many of the initiatives that will help us to provide quality education services. I welcome hearing from educators in the field on issues which directly affect you. Please direct your comments to the Senate Education Committee, Senate Chamber, Albany, New York 12247.

A TEACHER'S SUMMER: REFLECTIONS ON TIME

by Faith San Felice

Faith San Felice is working as a special education teacher for Dutchess County BOCES. Currently, her class consists of kindergartners with multiple disabilities. In 1993, she received her bachelor's degree from Mount Holyoke College. After making the decision to pursue a career in special education, Faith pursued and completed her Master's degree at SUNY New Paltz.

Ms. Clark is sitting in the faculty room, reflecting on the day's events. She is feeling overwhelmed about one of her young students. She knows that Jimmy has multiple needs: physical, behavioral, and academic. She has tried to accommodate his needs to the best of her ability. She has brainstormed ideas with her colleagues and consulted with various therapists, but nothing seems to be working. Ms. Clark has heard of some intense programs designed to help students like Jimmy achieve success both in and out of the classroom. Unfortunately, Ms. Clark does not have the time during the school year to research these programs thoroughly, or to take part in any intensive training programs.

Whether they manage a class of 6, 8, 12, or 27 students, teachers always seem to lack the time necessary to return to the role of the student. Teachers need to take the time to enhance their teaching styles by attending workshops and reviewing the most recent literature. Teachers need the time to reflect on the past year's instructional successes and failures. They need the time to experience cultural programs, and the beauty of nature and art. They need the time to indulge their personal interests and travel. The summer months offer teachers that much desired gift of time.

The most interesting educators are those individuals who incorporate their extracurricular hobbies and interests into their instructional program. A sailor extolling the virtues of Herman Melville's *Moby Dick*; a traveller's reflections on various domestic and international locales; an actor/director's interpretation of a Shakespearean play; and a blues enthusiast's analysis of Ralph Ellison's *Invisible Man* are just a few of my own memories of certain influential "master" teachers. These teachers turn abstract concepts into concrete activities and experiences. Through their willingness to share their experiences and their favorite pastimes, teachers can encourage their students to pursue activities which provide an education beyond the classroom walls. Like laughter, enthusiasm is infectious, and it provides the motivation necessary for success. The days of summer present teachers with the time to feed their enthusiasm and incorporate their interests with their instructional program.

In three weeks, the summer vacation season will end and the 1996-97 school year will begin. Although I did not teach during the summer months, I have continued to work on improving my professional skills. In visiting with experienced educators who I consider to be "master teachers," I have discovered that they continuously add to their bag of instructional tools. These dedicated professionals use their "vacation time" to enhance and expand their instructional repertoire. Teachers have the time to explore topics which expand and enrich their teaching styles. For some teachers, this enrichment may be a formal analysis of some educational or behavioral topic discussed in a workshop or training session. Other teachers may take a less formal approach to exploring a particular topic, such as reading, composing, or creating.

Summer vacation provides teachers with the opportunity to access some of the previous year's learning experiences. I have used time this summer to sort and organize my classroom materials. Certain books, art activities, and manipulatives triggered the memory of a particular lesson or behavior management approach. Some of my ideas were quite successful. Unfortunately, not all of my instructional attempts met with the same level of success. This summer, I had the time and the opportunity to re-evaluate some those "less successful" endeavors and to think about why they did not turn out as planned. Also, I have used time this summer to:

- scour bookstores, flea markets, and garage sales for bargains that will enrich my program and fill my instructional toolbox;
- plan and prepare classroom decorations and

other instructional materials;

- locate sufficient storage for instructional materials;
- make contacts with organizations that may be helpful to me in satisfying the needs of my students;
- identify possible field trip sites; and
- read various novels.

As the "dog days of summer" come to an end, I look forward to September 4 with the school buses emptying their cargo of anxious children at our school door. Is this year's return to school different from last year when I was waiting to begin my first year as a teacher? Unlike last year, I feel prepared for the beginning of the 1996-97 school year because the summer provided me with the time to consider various components of my instructional program. Being prepared for the students' arrival also brings a sense of comfort and confidence that I did not have last year. An educator's confidence in his/her instructional and management abilities is transferred to the students as well as the student's caretakers. The teacher sets the tone of the classroom in the first weeks, if not days, of the school year. I am grateful for the summer months that provided the time to reflect on the past, to prepare for the future, and to accept the upcoming year's "peaks and valleys" with confidence and the knowledge that I can be successful.

LETTERS TO THE EDITOR

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Letters should be sent to:

Lynn Sarda, Editor, OMB Room 212,
SUNY, New Paltz, New York 12561

*** NOTICE ***

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We need to know the current officers in your chapter, activities that you are conducting, and ideas you have for other ANYSEED chapters! Please share such information by contacting:

Lynn Sarda, Editor, Mid-Hudson Teacher Center
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DEALING WITH CHUCKIE:

A Fictional Account of a Teenage Male with ADHD/Aggression

by Sherryl Berti

Sherryl Berti is a teacher at The Institute for Collaborative Education in New York City. She is presently completing the Masters Program in Special Education at Hunter College of the City University of New York.

It was almost 12:45 Friday, and I was beginning to feel confident that the period would pass without any major outbursts from my ninth-grade resource room students. Suddenly, the three-bell warning of Fire Drill began clanging, and I wondered if I had prematurely anticipated a calm afternoon.

I walked at the head of the line, leading the students down five flights of stairs. Except for Chuckie, the students walked without talking; he chattered to everyone within earshot. As we reached the sidewalk in front of the building, I turned around to see Chuckie with his hands around Paul's throat and kicking at his shins. Paul was flailing his arms, trying unsuccessfully to punch back.

I gathered my wits and in a split second thought, "Chuckie probably irritated Paul, but maybe not. Paul seemed quiet in line, but he may have baited Chuckie." Approaching them, I hoped that the fury I saw in Chuckie's face did not become directed at me. Yet, poor Paul! "Oh, please, don't let anyone get hurt!" I thought.

In as soothing and assuring voice as I could muster, I said, "Stop. Chuckie, let go of Paul. Now, please."

Chuckie (C): "Try to say it again, you little &#%&! Come on. Say it now!

Paul (P): (indistinguishable)

Teacher (T): "Chuckie, stop, please. Let him go, for me. Let your energy drop. Let him go, please. Let your energy drop." *"Energy drop" is a relaxation technique used in meditation.*

In what looked like rage, Chuckie turned his face toward me. I wondered why there weren't any other staff around. Chuckie was still holding Paul by the throat. He looked at me and laughed.

C: "This punk should die!"

T: "Chuckie, loosen your hands from Paul. Paul, move away from Chuckie and stand by the curb. Do it now." *I dropped my use of "please." I wanted immediately to convey that this was becoming serious.* The boys did as they were told. "Thank you, both of you."

Then, to surrounding students, "I need to know what happened. Did anyone hear or see anything?" I saw three heads turning from side to side. "No? Okay. Anne, find Fred; he should be just inside the door." *Fred was a teacher I knew to be free that period.* "Ask if he'll take the three of you upstairs and stay with you until I get back. If he can't, I want the three of you to go to Jack's office and sit quietly until I come for you." *Jack was the school's open door policy principal.* "Tell me what I just told the three of you to do." The students repeated their directions; I gave thanks, again.

As Chuckie seemed to be the more agitated of the two students, and Paul seemed a bit ruffled but unhurt, I decided to let Chuckie vent first.

T: "Chuckie, you seem very angry."

C: "I'm going to kill that little punk."

T: "Punk?"

C: "That punk called me 'son'. Nobody calls me 'son'!"

I felt that perhaps Chuckie had been hurt psychologically by use of the word 'son'. *Son, daughter, sister, and brother were commonly used forms of address to denote a feeling of kinship and rank among the students.* However, when I recently telephoned Chuckie's mother, I learned that his father physically abused him. The word 'son' was a probable emotional bombshell for him. I knew that I was taking a risk given my lack of experience in such matters, but I felt secure enough to continue slowly.

T: "Nobody calls you 'son', Chuckie?" There was a shift in his eyes from anger to blankness. I looked for Paul and saw him standing by the curb, now seemingly unshaken and intently watching.

C: "My parents call me 'son'."

I knew that Chuckie now lived only with his mother. I had learned during our phone conversation that she had kicked his father out of their home because of his physical and verbal abusiveness. The father was living in the neighborhood, however, and still had a hold on Chuckie.

T: "Your Mom calls you 'son'?"

C: "Yes, but no stupid %#@$ is going to call me that."

T: "Chuckie, you said that no stupid person has the right to call you 'son'. Your Mom isn't stupid, is she?"

C: "No!"

Chuckie seemed defensive of his mother. I wondered if his father had called her 'stupid'. I was going to make a jump in logic and I hoped that Chuckie would go for it.

T: "Paul, are you alright over there for a few minutes?" Paul nodded his head up and down. "Here I go ..." I thought. "Chuckie, do you think that your Mom cares about you?"

C: "What's that got to do with that punk?"

T: "I'll help you to answer that. You said that your Mom cares for you and it's okay when she calls you 'son'. Right?

C: "Yup."

T: "Maybe there are other people that like you and so they call you 'son'." I watched him closely as I talked and his facial muscles relaxed a bit. I felt safe enough to continue. "Maybe ... because they do like and respect you ... they would be proud to have you for a son." I could almost hear his mind dissecting my words. His eyes softened a bit and I literally breathed easier. His fists unclenched. "Chuckie, sometimes I hear you calling people 'daughter' or 'son'. Do you like or not like those people?"

C: "I like them."

T: "You like them?"

C: "Yup."

T: "Do you think that maybe Paul calls people 'son' when he likes them, just like you do?"

C: "He thinks I'm phat!" he cockily responded. *'Phat' is a word used by the students for anything good.*

I considered whether Paul might feel threatened by our approaching him, so I asked Chuckie, "Can I ask Paul to come over here?"

C: "Naah, I'll do it. Hey, son, step over here!" Chuckie was grinning. I began to feel that we were halfway home.

T: "Paul, I think that Chuckie has something he needs to say to you. Are you comfortable coming over here?"

P: "Yeah. Sure. As long as Chuckie keeps his hands and feet away from me!"

T: "Chuckie, do you promise?"

C: "Yo, son. I'm not gonna do anything to hurt you."

T: "And ..."

C: "I'm sorry, son."

P: "Yeah, well, OK, bro. But don't you put your hands on me again."

Chuckie laughed. His whole body laughed with him. Paul began to laugh, too. I was relieved at the change of mood, but knew that the incident was not yet closed.

T: "Chuckie, I didn't hear you respond to Paul's statement about using your hands on him. Do you think that you should respond?"

C: "I won't touch you, bro."

We turned to go back into the school. The sidewalk was empty, since everyone had gone into the building.

T: "Chuckie, what could you have done instead of using your hands? What do we try to do instead?"

C: "Stop. Relax. Think. Reward myself." He repeated part of the learning strategy we have used in class.

T: "Good. I am very glad that you remembered it. Is there something that I can do to help you to remember and use it the next time?"

C: "I'll think about it."

T: "Me, too." I turned to Paul and asked, "How do you feel about this?"

P: "I'll try to think of a way to help Chuckie, too. I don't want to go through that again!"

T: "Great, Paul. That's being a good friend."

Smiling, for most probably different reasons, we entered the building. The security guard told me that Fred had taken the three other students to room 512. I closed my eyes for a second, relieved at the outcome, and hoped that there would be no more fire drills on Friday afternoons.

****

I was relaxed and rested while I leafed through the morning's messages just before lunch on Monday. All at once, my stomach turned, as my brain tried to take in Jack's note:

"I received a phone call from Chuckie's mother early this morning; she was quite upset. Paul's mother ran into Chuckie's father over the weekend, and told him how glad she was that Chuckie had apologized for his treatment of Paul. Chuckie's parents want to meet with you today after school. Also, Chuckie is not in school today. I don't know if this should be brought up in front of the father. Use your judgement."

"Use my judgement … thanks. I just hope that I can be civil to an alleged child abuser." I reminded myself not to let my bias enter this meeting, and I wondered if Chuckie would accompany his parents.

In the special education office, I put my mail on top of the desk, and threw myself into a chair. "Well," I thought, "at least these overstuffed chairs are comfortable. I'll make coffee and get banana bread from Marian's cooking class. The markers and paper are already available if they have young children with them. What else? Let me tape the conference form to the desk so I remember to fill in the names of everyone present, what we discuss, and our plans for Chuckie. I'll write in the date now." Meeting Chuckie's parents was something I looked forward to with mixed emotions.

The door to my office was open and, around 3:00 PM, I heard a deep, male voice coming up the hall. Chuckie's mom entered first; she was a petite, full-featured woman. I looked for signs of battery, but discerned nothing. The father was of average build, but sported a pot belly. His most remarkable features were the longest and wildest eyebrows I had ever seen. He did not appear angry, as I thought he might. Chuckie was not with them.

I stood and extended my hand.

T: "Hello, Mr. & Mrs. W., welcome to the Resource Room office. Sit, if you like." I gestured toward the chairs that I had placed in a casual circle.

Mrs. W.: "It's so nice to meet you. Thank you." She lowered her eyes, then looked directly in my face and said, "I am glad that we finally get a chance to talk. Chuckie says that you're very nice. We probably should have talked before now, and I been meaning to call and talk to you."

I noticed that her hands were tightly balled, and felt that she did not want her husband to know that we had spoken a few weeks earlier about Chuckie.

T: "I would call if I felt that a situation needed your attention." That answer, I hoped, would reassure her that I would not tattle on our previous conversation, yet I was unsure if that was the right thing to do.

Mr. W.: "Don't you think what happened on Friday was a problem? I have to be embarrassed in front of my friends by that woman. You call me when there's a problem with my son! Do you understand me?" His eyes flashed.

I would not enter this argument. I tried to remain relaxed, keeping my voice soft to not reveal my feelings. I knew that I had to keep a non-threatening body posture, yet seem concerned. I put both feet flat on the floor and each palm on the middle of a thigh. I know that I had to let him vent, but I also knew there was a potential for rage. I was reassured that, as planned, the office's open door was to my side and the security officer was within calling range.

I did not want to answer his question directly and so responded, "No one likes to be embarrassed." I hoped that this would let him feel that I understood him and would also prompt him to continue. It did.

Mr. W.: "That boy does something to embarrass his father. He deserves to be punished."

I wondered if my having confirmed the embarrassment was the wrong thing to say.

Mrs. W.: "He had to stay in all day yesterday." She turned to her husband. "I told you I'd keep him in and I did. And, like you told me, I didn't let him watch any TV, either."

Her body rounded and she looked scared. With what I hoped was not visible concentration, I watched the body posture of both parents.

Mr. W.: "It's about time somebody listened to me!" The anger in his voice brought tears to his wife and I offered tissue. "Don't you start making me mad!" he directed at her. There was no point in challenging him.

T: "Mr. W., why don't you tell me how you feel about what happened?"

I hoped that this would draw his attention away from his wife and back to the purpose of our meeting. It did. For almost a full fifteen minutes, Mr. W. raged and then talked, first about Chuckie, his wife, himself, and finally his disappointments in life. Although I knew that I should have tried to keep him on the subject of Chuckie, my feelings to let him just vent were stronger. When he seemed to have verbally exhausted himself, I spoke:

T: "Mr. W., I'd like to hear what your wife has to say about Chuckie."

I wanted to keep the conference focused on Chuckie. I turned my body toward her and leaned forward slightly, hoping this would help her to feel more comfortable. Chuckie's mom looked at her husband, and then at me. She talked haltingly, as if weighing each word before speaking it. She talked quietly, beginning with Chuckie's premature birth, and how small he was as a child. Her hands clenched. She spoke about his always running around, breaking things, and getting into fights. I let her continue uninterrupted. As she talked, her body slowly relaxed. She stopped talking.

I looked down at the notes I had been taking while both parents had spoken. It was clear to me that there were many issues; being a teacher and not a therapist, I knew that my priority was Chuckie. On a small whiteboard I had placed nearby, I listed the issues that related to Chuckie at this point in his life, and asked his parents individually what they felt were the most important concerns. After listening to both, I pointed out that they agreed that Chuckie's inability to stay focused was a major concern. I was not surprised that they did not concur on his aggression as a starting point.

I listened and watched as they talked with each other about their son, and how they could try to help him. It was the first time that I felt love between them.

Taking the shift in emotions, I asked if they felt that they would like additional help in working with Chuckie. Mr. W. replied, "Well, somebody better help that boy before he has a serious problem."

I gave them phone numbers for local agencies providing help to families living with youth exhibiting behavior difficulties. Smiling, I stood and extended my hand. "I am there for Chuckie. Let me know how things go."

More than an hour had passed since I first heard Mr. W.'s voice in the corridor. Suddenly, I felt drained, yet relieved at the same time. They had left feeling more positive about their son, and had additional supports to call on. "This was good," I thought.

I wrote myself a note for the next morning. "Find out why Chuckie was not in school."

PUBLICATIONS THAT ADDRESS THE EDUCATION OF STUDENTS WITH DISABILITIES

by Myrna Calabrese

Myrna Calabrese has been involved in special education for many years. She has worked as a classroom teacher in a special day school, as an Assistant Director for a teacher center, as a School Board member, as a contributing editor for Perceptions, and as a continuing and reliable friend and colleague as the SETRC trainer at Ulster County BOCES.

The following informational documents are available at no cost. Ten or fewer of each publication can be accessed through your local SETRC (Special Education Training and Resource Center). Requests for larger quantities can be made in writing to the State Education Department (please see address at the end of this article).

FEDERAL LAWS AND REGULATIONS:

The Individuals with Disabilities Education Act (IDEA) (P.L. 102-119)

Assistance to States for the Education of Students with Disabilities, 34 Code of Federal Regulations, Part 300-303

Section 504 of the Rehabilitation Act of 1973, 29 United States Code 794 and Nondiscrimination on the Basis of Handicap, 34 Code of Federal Regulations, Part 104

Family Educational Rights and Privacy Act of 1974, 20 United States Code, Section 1232g and Family Education Right and Privacy, 34 Code of Federal Regulations, Part 99 (Buckley Amendment)

New York State Laws, Regulations, and Policies

Article 89 of NYS Education Law, Children with Handicapping Conditions

Article 81 of NYS Education Law, Education of Children Residing in Child Care Institutions (The Institution Schools Act)

Part 200 of the Regulations of the Commissioner of Education, Students with Disabilities (1/96)

Least Restrictive Environment Implementation Policy Paper

OTHER PUBLICATIONS:

A Parent's Guide to Special Education for Children Ages 5-21: Your Child's Right to an Education in New York State (explains the education process and the responsibilities of the state and school districts relating to students with disabilities)

A Guidebook for Committees on Preschool Special Education (CPSE) and Committees on Special Education (CSE) in New York State (designed to assist CPSE/CSE members in meeting the regulatory requirements for special education)

New York State Plan for Education of Students with Disabilities (1996-1998) and New York State Preschool Grant Program (both approved by the Federal US Department of Education)

Transition Services: A Planning and Implementation Guide

New York State Guidelines for Educational Interpreting

American Sign Language for Communication - New York State Teacher's Guide (Field Test Edition)

Traumatic Brain Injury: A Guidebook for Educators

Education Responsibilities for School-Age Children in Residential Care

New York State's 1996 List of Approved Private Schools, Special Act School Districts, State-Operated Schools and State-Supported Schools for Students with Disabilities (ages 5-21)

For more than ten copies of any of the above publications, please contact in writing:

New York State Education Department
VESID - Office for Special Education Services
Room 1624, One Commerce Plaza
Albany, NY 12234

AUTUMN READING AND BEYOND ...

by Lynn Sarda

Here are some of my (or my colleagues') favorite books dealing with various content areas. Why do we like them? Because they are enlightening, readable, useful, and loaded with ideas, viewpoints, and activities that are, to us, most engaging. (If you have book ideas to share with your colleagues, please send them to Editor, *Perceptions*, OMB 212 SUNY, New York 12561.)

MY BACKYARD HISTORY BOOK by David Weitzman (A Brown Paper School Book)
This book appeals to both teachers and students as it guides the reader through wonderful activities in the exploration of history, starting with your very own backyard! It is described on the jacket as a "local history for kids." Interesting graphics and text, some excellent ideas, and some new knowledge for some of us.

ROOTS FOR KIDS: A Genealogy Guide for Young People by Susan Provost Beller (Betterway Publications)
Developed from work with a fourth grade class, this book offers lessons in helping children explore genealogy: how to ask questions and dig for information, find and examine records, and compile information. The suggestions for both content and organization are easily adaptable for students in middle level and even high school grades.

THE REASONS FOR SEASONS by Linda Allison
A second Brown Paper School recommendation, this book follows the earth around the sun, examining the rites of spring, potato history, time, a worm farm, and other engaging bits of information and projects.

GOING GREEN: A Kid's Handbook to Saving the Planet by John Elkington, Julia Hailes, Douglas Hill, and Joel Makower (A Puffin Book)
Copyrighted in 1990, this paperback offers lots of information and activities on complicated topics in a most understandable way. The greenhouse effect, ozone layer, air and water pollution, and garbage and waste are some of the topics covered in this appealing, well-illustrated book.

HOW BIG IS THE MOON?: Whole Maths in Action by Dave Baker, Cheryl Semple, and Tony Stead (A Heinemann book)
Whole maths is explained in the introduction to this appealing book, followed by samples of units, groupings, investigations, and games. An effective teaching/learning environment is explored, with the book concluding with a chapter on evaluation and record-keeping.

MATH FOR SMARTY PANTS by Marilyn Burns (A Brown Paper School Book)
Another Brown Paper School Book classic, this and the ***I HATE MATHEMATICS*** *book (also by Burns) are filled with enchanting, funny, and growthful mathematics activities ... mathematics, not rote arithmetic. Adults and children can spend hours with both books, discovering the wonderment of math, and learning to find their own hidden abilities. I love these books for kids - and for graduate students!*

BOOKS YOU CAN COUNT ON: Linking Mathematics and Literature by Rachel Griffiths and Margaret Clyne (Heinemann)
This book contains a multitude of activities flowing from some terrific children's literature, ranging from The Very Hungry Caterpillar to A Spider's Bedsocks. Books are synopsized; major areas of focus are defined; activities are mapped out; and extended learnings are described. This is a useful book for beginning mathematicians.

A COLLECTION OF MATH LESSONS FOR GRADES SIX THROUGH EIGHT by Marilyn Burns and Cathy McLaughlin (The Math Solutions Publications)
With Burns' typical intelligent and fascinating teaching/learning approach, this book continues to bring exciting mathematics to middle-level learners. For those of us who need to see (handle, move, manipulate, think about) that which is mathematical and problematic, this is an additional source of fine material and suggestions.

INNUMERACY: Mathematical Illiteracy and Its Consequences by John Allen Paulos (Vintage)
If you consider yourself innumerate (illiterate in math), then this is a book you may thoroughly enjoy. You may forgive yourself ("Could it be cultural? Could it be gender-based?"); you may be inspired ("I understand!"); or you may simply be entertained ("I want to explore more!"). Suggested for adults or older learners (or even reluctant learners).

WISHES, LIES, AND DREAMS: Teaching Children to Write Poetry by Kenneth Koch (A Chelsea House book)
What a motivating and wonderful piece of writing this is. I have used its ideas with children and with adults, starting with a collective poem and then going to the fluidity of individual specifications. If you are poetry-shy, and if you want kids not to be, then try this classic. You may even take a marker or pen in hand and write a poem.

IN THE MIDDLE: Writing, Reading, and Learning with Adolescents by Nancie Atwell (Heinemann)
Eighth-graders in Maine form the base of this book about Nancie Atwell's teaching and learning with adolescents. A favorite of many who work with (or have) children in this age range.

THE NEW HOOKED ON BOOKS: How to Learn and How to Teach Reading and Writing with Pleasure by Daniel Fader with James Duggins and Elton McNeil (Berkeley)
An update and revision of the original classic.

WHEN WRITERS READ by Jane Hansen (Heinemann)
The twenty-two chapters in this book cover a vast array of topics related to literacy: the librarian, evaluation, independent learners, phonics, listening, time, choice, community, and writing are just a few. Hansen, a classroom researcher, looks at writing approaches and how they can be applied to the teaching of reading.

INCLUDING ALL OF US: An Early Childhood Curriculum about Disability by Merle Froschl, Linda Colon, Ellen Rubin, and Barbara Sprung (Educational Equity Concepts)
A great resource for preschool, kindergarten and grade 1 teachers, this book has a fitting rationale, thematic studies, and inclusive activities and resources that are appealing and useful. The photos are terrific!

Be Sure To Register...

The 32nd Annual

ANYSEED CONFERENCE

"Connections For Children With
Emotional/Behavioral Disorders
through
Early Interventions, Technology,
And Community Resources"

MARCH 7,8,9, 1997

Syracuse Marriott • Syracuse, New York

MEET THE 1996-1997 OFFICERS...

These are the individuals who lend their expertise to set policy and procedure for the organization; who work hard at planning and bringing about the annual conference; and who are there to assist members in any ways appropriate for professional growth and development that enhances the education of individuals with emotional/behavioral disturbances.

ANYSEED President, Robert J. Michael

Robert J. Michael is a Professor and Chairperson of the Department of Educational Studies at the State University of New York, New Paltz, New York. He teaches undergraduate and graduate courses in the special education program at the college. Bob has been active in ANYSEED for over twelve years, including being assistant editor and editor of *Perceptions* for five years. He is the author of *The Educator's Guide to Students with Epilepsy*, published by Charles C. Thomas company. Bob lives in Pine Bush, New York, with his wife, Diann, and three children: Rob, Holly, and Jenna. The three teenage children have been known to keep the parents very busy.

ANYSEED President-Elect, Maureen Ingalls

Maureen Ingalls is currently working as a Special Education Administrative Supervisor for the Cattaraugus-Allegany-Erie-Wyoming BOCES. In 1994, she began as a teacher of the emotionally disturbed, and has since worked both in the classroom and as a Behavior Specialist in the states of New York and North Carolina. Her major focus has been with children with emotional and behavior difficulties.

In 1991, Maureen became involved with ANYSEED as a conference participant. The following year, she came to the annual conference as a presenter. In 1994, she became actively involved as an Executive Board member. Maureen is impressed with ANYSEED's commitment to children and looks forward to her future years with the organization.

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ANYSEED Secretary, Mary Kay Worth

Mary Kay Worth has been a special educator for twenty years. Her career experiences have crossed states, countries, services, and age levels from preschool to adult. Her personal education background is equally varied. Mary Kay received a BS from SUC at Geneseo, MA from Austin Peay State University College in Clarksville, TN, and, most recently, the certification requirements for SAS from St. Bonaventure University. For the last four years, Mary Kay has served as Committee on Special Education and Preschool Chairperson for the Portville Central School District, the very town she grew up in and attended grades K-12.

Mary Kay's interest in ANYSEED came through the encouragement of a close friend and colleague, this year's ANYSEED Conference Co-Chairperson, Maureen Ingalls. The camaraderie and clear focus on kids, particularly emotional disturbed kids, made ANYSEED a comfortable home for professional support.

ANYSEED Treasurer, Ray Stenberg

Ray Stenberg is the current treasurer of ANYSEED. He has been actively involved with the organization for the past three years and is currently working on increasing interest and enrollment in the New York City/Long Island region. He has been involved in special education for the last 10 years: five years in a local school district and five years with BOCES. Presently, Ray works for Eastern Suffolk BOCES and teaches 7th grade in the only Tourette Syndrome program in New York State. He has attended numerous conferences and workshops on Tourette Syndrome and is looking forward to the National Tourette's Conference this November in California.

ANYSEED Membership, Janis Benfante

Janis Benfante has been a Special Education teacher in the North Rose-Wolcott Central School District for thirteen years, the past three years as a Consultant Teacher for grades 6-12. She has recently accepted a new challenge to teach Jr. High Resource in the East Irondequoit Central School District starting this fall.

Janis began attending ANYSEED conferences about ten years ago. She found them to be very informative and a great opportunity to meet dedicated professionals. Two years ago, she joined the Executive Board as Membership Co-Chair. Janis says that she really admires the hard work and enthusiasm of her other officers, and feels proud to be part of the ANYSEED organization.

ANYSEED Membership, Pam Pendleton

Pam Pendleton has taught self-contained special education classes for the past 12 years at the North Rose-Wolcott School District, and is presently a K,1,2 Resource Teacher. She attended her first ANYSEED conference ten years ago and was initially impressed with the variety of workshops and the keynote speakers. Pam has been Membership Co-Chairperson for the last two years and continues to be impressed, not only by the quality of the annual conference, but by the quality of the people who give so much to ANYSEED by donating their time and talent.

1997 ANYSEED CONFERENCE

Connections for Children with Emotional/Behavioral Disorders through Early Interventions, Technology, and Community Resources

Syracuse Marriott Hotel, Syracuse, New York
March 6-9, 1997

CALL FOR PRESENTATIONS

WANTED:
Presentations by teachers, college and university faculty, administrators, researchers, psychologists, child care workers, counselors, social workers, and other persons involved with services and programs for students with emotional/behavioral disorders.

If you are interested in submitting a presentation for review, please send the following information:

- two completed Call for Presentation forms
- two copies of workshop description (100-150 words) to be included in Conference Program (include full title, presenter(s) name and title, and school/program)
- four self-addressed, stamped, letter-size envelopes
- one 3x5 card for each presenter with the following information: presenter's name, title, school/program, home address, home phone, work address, work phone, and any biographical information to be included in the Conference Program

LIMIT: Four presenters.

* *Please note: All presentation are to be 90 minutes in length.*

Conference registration fee is waived for workshop presenters. Special sessions for a separate fee are not included in this waiver. Waiver applies to conference registration only; other costs (hotel, food, etc.) are the presenter's responsibility.

SUBMISSION DEADLINE: November 1, 1996

Return completed form and other required information to:
Maureen Ingalls, 1578 Four Mile Road, Allegany, NY 14706
Phone: (716) 372-4396 E-Mail: mingalls@erie.wnyric.org

WORKSHOP TITLE: ______________________________

WORKSHOP PRESENTER(S): ______________________________

Contact Person (Name, Address, Phone): ______________________________

____

I would prefer to present on: ____ Friday, March 7, 1997 or _____ Saturday, March 8, 1997

We will try to accommodate your preference but cannot guarantee.

For Office Use Only:
____ Accepted ____ Returned for Completion ____ Denied

A MESSAGE FROM THE CONFERENCE CO-CHAIRS

ANYSEED 32ND ANNUAL CONFERENCE

Connections for Children with Emotional/Behavioral Disorders through Early Interventions, Technology, and Community Resources

March 7, 8, 9

Syracuse Marriott, Syracuse, New York

The annual ANYSEED conference is fast approaching once again. The 1997 Conference should be an exciting fun-filled conference. Once again, ANYSEED is pleased to bring a conference together with our collaborative partners.

There will be many opportunities to discuss current issues with colleagues, attend an array of workshops, and listen intently to our speakers. We are pleased to announce the following Keynote Speakers:

Diane Chelsom Gossen is one of the most sought-after teacher/trainers on developing self-discipline. Her book, *Restitution: Restructuring School Discipline*, is based on 25 years of work with Reality Therapy and Control Theory with parents, schools, and prison populations. She is a remarkably gifted speaker who can present a serious subject with a sense of humor and ease that truly models the joy of teaching.

Dr. Willard Daggett is President of the International Center for Leadership in Education, INC, Schnectady, NY. He will present a Keynote presentation that focuses on the current wave of school reform and the driving forces behind it. He will discuss the impact of technology and the effect it will have on graduates, especially those with disabilities.

Dr. Nicholas Long is a nationally recognized leader in the field of children with emotional/behavioral disorders. Dr. Long, a long-time favorite of ANYSEED, will deliver a Keynote involving "Acts of Kindness," as well as a workshop on Passive Aggressiveness.

We look forward to seeing everyone in March!

Patricia Vacca & Maureen Ingalls
Conference Co-Chairpersons

ANYSEED AWARDS

The ANYSEED Executive Board has established, over the years, four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Board's intent that members of ANYSEED nominate award recipients. In keeping with this ideal, we will publish, within each issue of *Perceptions,* information concerning the process you should follow to nominate an individual or program for award consideration. The specific awards are:

CONRAD HECHT MEMORIAL FUND. This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, school, or agency. Guidelines for funds use are flexible, as long as a student or students benefit. Funding will not exceed $500 annually. Awards average in the $250 range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by January 15th, with awards made by April 1st. Executive Board action is required. Recipient reporting within *Perceptions* or at an annual conference is also required.

STEVEN J. APTER LEADERSHIP AWARD. The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter, an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, or commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

EVERETT KELLEY VOLUNTEERISM AWARD. This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD. Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

Nominations must be typed, submitted by January 15th, and include relevant items below:

a) Name of ANYSEED member making nomination, including address, and business and personal telephone numbers.

b) Name of specific award to be considered.

c) **If Recognition Award:** Information must include achievements, historical background, complete name and address of recipient, organization worked for and address, biographical sketch of individual, narrative rationale of why recognition should be given. Your letter of nomination with above information should not exceed two pages. Attach two brief letters of endorsement from other educators or professional affiliates to illustrate merit and/or program commitment.

d) **If Hecht Mini-Grant Funds** - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages.

Send nominations by January 15 to: Janis Benfante, 598 Concord Drive, Webster, New York 14580

1997 ANYSEED CONFERENCE REGISTRATION FORM

March 6th-9th, 1997 • Marriott Hotel • Syracuse, New York

One participant per registration form, please. Make copies if needed. Type or print clearly requested information and check appropriate spaces. Make checks payable to ANYSEED and return to:

ANYSEED c/o Mary Kay Worth, P.O. Box 405, Portville, NY 14770 or Fax to: (716)933-7161

(Federal ID # 13-3022914)

DO NOT SEND THIS FORM TO THE HOTEL! Hotel Registration Form Is Separate.

Name: ______________ Home Phone:( )___-____ Work Phone:( )___-____

Home Address: ______________ City: ________ State: ______ Zip: ______

Work/Organization: ______________ Address: ______________

Return advanced registration form with your personal check, an organization purchase order, or a letter advising that P.O., voucher, or/& check will follow. Mail (postmarked) on or before January 17th, 1997 to receive **EARLY BIRD DISCOUNT!**

REGISTRATION OPTIONS... *(circle and carry cost to total)*	**EARLY BIRD** Postmarked by 1/17/97	**AFTER 1/17/97 BUT BEFORE 2/21/97**	**DO NOT MAIL** After 2/21/97 At Door Cost Applies	**TOTAL**
CONFERENCE COSTS				
Full Conference:	$125	$185	$225	______
Friday Only:	$90	$130	$175	______
Saturday Only:	$90	$130	$175	______
Student Rates: *For full time students only. Submit copy of current student ID for full Conference rate of:*			$75	______

ALA-CARTE MEALS. Advanced Purchase Only. Do Not Purchase If Staying On Hotel Package.

Circle all choices and carry cost to total. Meal tickets will be distributed when checking in at the registration desk on conference weekend.

Friday Lunch: $16	Friday Dinner: $27	Friday Meal Total:	______
Saturday Lunch: $16	Saturday Dinner: $29	Saturday Meal Total:	______
Sunday Brunch: $18		Sunday Total:	______

TOTAL AMOUNT FOR THIS REGISTRATION: Please Check and Re-Check.. *Avoid Delays Later!!!* ______

Please check if applies to you:

Personal check enclosed includes fees for more than (1) registration:____

Name, Bank, Check # on personal check for more than (1) registration: ______________

Purchase Order or Voucher enclosed is for more than (1) registration:____

Organization Name & P.O. or Voucher #: ______________

Hotel Package purchased & sent directly to Hotel:____

Special needs (Dietary &/or Accommodations): ______________

GROUP RATES AVAILABLE FOR GROUP OF 10 OR MORE!
Call for details: (716)492-5608 or (315)361-5543

Remember Conference registration fees do not include any meals. Meals are part of the Hotel Package. If you plan to eat at the Conference you must purchase meals ALA-CARTE on the form above.

CANCELLATION POLICY: No cash refunds for cancellation request after February 7th, 1997.
Prior to that date a $25 handeling fee will apply to refund requests.

REGISTRATION FEE GIVES YOU AUTOMATIC MEMBERSHIP TO ANYSEED FOR 1997-98!

HOTEL REGISTRATION FORM

32nd Annual 1997 ANYSEED CONFERENCE

Return To: ANYSEED CONFERENCE REGISTRATION
Syracuse Marriott
6301 Route 298
East Syracuse, New York 13057

ANYSEED COLLABORATIVE CONFERENCE • March 7th-9th, 1997

PLAN A INCLUDES: THREE nights accommodations for Thursday, Friday, and Saturday, plus:

- $10. Marriott Money (may be used in all shops, restaurants, and lounges)
- Friday and Saturday Lunch
- Friday and Saturday Dinner
- Sunday Brunch

DOUBLE OCCUPANCY - $242.92 per person
SINGLE OCCUPANCY - $362.92 per person

PLAN B INCLUDES: TWO nights accommodations for Friday, and Saturday, plus:

- $10. Marriott Money (may be used in all shops, restaurants, and lounges)
- Friday and Saturday Lunch
- Friday and Saturday Dinner
- Sunday Brunch

DOUBLE OCCUPANCY - $203.92 per person
SINGLE OCCUPANCY - $282.92 per person

IMPORTANT: The package must be purchased as offered! The Marriott will not accept any modifications of any kind to the above packages.
Reservations must be guaranteed by submitting the form below and a major credit card number to the Syracuse Marriott by February 20th, 1997. This is an absolute cutoff date after which you will not receive the special conference rate and will be charged at the current corporate rate. Include a **tax exempt form** with your registration ONLY if your organization is covering your ENTIRE payment with THEIR check.

Check-In After 4:00 P.M.

Clip and return form to address above. PLEASE PRINT CLEARLY or TYPE!

Credit Card #______________________ Signature:______________________

Exp. Date:_/_/_ Type: _VISA _MasterCard _Other:__________.Date Arriving:________ Departing:________

Name:______________________ Street:______________________

City:______________ State:______________ ZIP:______________

Home Phone:( )___-_____ Work Phone:( )___-_____ Accommodation: _Single _Double __Non-Smoking

Roommate:______________________ *Single rate applies if roommate not specified.*

Special Dietary:***Specify on separate sheet and mail in with form.

IMPORTANT: Send only one registration form per room! This form should have both roommates on it.

- **Are you registering for ANYSEED Hotel/Food Package: __Yes __No**
- **Are you registering for individual hotel nights without Hotel/Food Package: __Yes __No**

SPECIAL RATE VALID ONLY THROUGH FEBRUARY 20th, after which corporate rate applies.

Register Early!

NOTICE–NOTICE–NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

Subscription requests will be accepted in any year to commence with the Fall issue. Non-members wishing to subscribe should complete the following form and return it with their remittance.

ENTER SUBSCRIPTION IN FOLLOWING NAME:

Name: ______________________

Street: ______________________

City: ______________ Zip: ________

TYPE OF SUBSCRIPTION:		Check Type
Individual	$30.00	______
Institution (single copy per issue)	$36.00	______
Institution (10 copies per issue)	$100.00	______

HOW PAID:	Check Method
Individual Check	______
District Purchase Order	______
District/Organization Check	______

Total Amount Enclosed: ________

Return Remittance To:
Robert Aiken, BOCES II, 100 Suffolk Ave.
Stoney Brook, New York 11790

ADVERTISE

Advertisements

Advertisements in the journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	$75	$125	$200
1/2 Page	$125	$200	$350
Full Page	$200	$300	$500
2-1/4 x 3-1/2" boxed classified	$25	$50	$80

For additional information, please contact:

Robert Aiken
BOCES II
100 Suffolk Avenue
Stoney Brook, New York 11790

ADVERTISE

MEMBERSHIP FORM

Association of New York State Educators of the Emotionally Disturbed

c/o Janis Benfante and Pam Pendleton, 598 Concord Drive, Webster, New York 14580

ANYSEED *Chartered by the Board of Regents*

INSTRUCTIONS: Please complete and mail to the above address with a check for thirty dollars ($30.00), payable to "ANYSEED" as dues. Please select a local chapter affiliation by checking a box below.

PLEASE PRINT OR TYPE:

Name: __Ms __Miss __Mr __Mrs __Dr ______________________

Home Address

Number Street Apt #

City State Zip

( )

Telephone County

Work Address

Your Position or Title

School, Institution, or Agency

( )

Telephone

Street Address City

State Zip County

Check One: ☐ **New Member** ☐ **Renewal**

Please Check One Below *Charter Membership - I wish to become a member of

- ☐ NEW YORK CITY LOCAL CHAPTER
- ☐ ROCHESTER, NEW YORK LOCAL CHAPTER
- ☐ ALBANY/CAPITAL DISTRICT LOCAL CHAPTER
- ☐ LONG ISLAND CHAPTER
- ☐ UTICA LOCAL CHAPTER
- ☐ WESTERN NEW YORK LOCAL CHAPTER
- ☐ SOUTHERN TIER LOCAL CHAPTER
- ☐ SYRACUSE LOCAL CHAPTER
- ☐ MID-HUDSON LOCAL CHAPTER
- ☐ MASS EDUC DIST CHILD.

Please Find My Check For $30.00 Which Will Cover Both State and Local Dues

OFFICE USE ONLY

MC ________
TR ________
NYC ________
Roch ________
Southern Tier ________
Long Island ________
MEDC ________
FC ________
WNY ________
State ________
Albany ________
Syracuse ________
Utica ________
Mid-Hudson ________

ASSOCIATION - Student or Retired - MEMBERSHIP

☐ I am a full-time student. Enclosed is my **$15.00** dues. (This membership requires the counter-signature of your Department Chair) Select a local chapter affiliation by checking a box at the left.

☐ I am a retired teacher, paraprofessional, supervisor or administrator. Enclosed is my **$15.00** dues. Select a local chapter affiliation by checking a box at the left.

____
Signature of Department Chair

Contribution in addition to Membership Fee!

	AMOUNT
☐ Conrad Hecht Memorial Fund	________
☐ Steven Apter Fund	________

perceptions

VOLUME 31, NUMBER 1 FALL 1996

A Publication of the Association of
New York State Educators of the Emotionally Disturbed
ANYSEED

A Journal for Practitioners

SUPPORTING TEACHING AND LEARNING

ANYSEED
Association of New York State
Educators of the Emotionally Disturbed
598 Concord Drive
Webster, New York 14580

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ANYSEED CONFERENCE CALL FOR PRESENTATIONS ISSUE

ANYSEED'S COLLABORATIVE CONFERENCE PROGRAM

32nd Annual Conference

Volume 31, Number 2 PERCEPTIONS CONFERENCE EDITION March 7th-9th, 1997

Long, Gossen, Daggett, & Bennett

address:

Building Connections For EH Children

Through Technology, Early Intervention, and Community Resources

March 7th-9th, 1997

GRADUATE COLLEGE CREDIT

Registration Form Enclosed - See Page17 For Details
Conference & Course Registration Required

COLLABORATIVE ORGANIZATIONS:

Association of New York State Educators Of The Emotionally Disturbed

New York State Council For Children With Behavior Disorders (CCBD)

Special Education Administrative Leadership Training Academy

Madison-Oneida SEALTA Northern SEALTA Southern-Tier SEALTA

Special Education Training Resource Centers (SETRC)

Madison-Oneida SETRC Herkimer SETRC Steuben-Allegany SETRC
Oneida BOCES SETRC Hamilton-Fulton-Montgomery SETRC OCM BOCES SETRC
Syracuse City SETRC

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MESSAGE FROM THE CONFERENCE CHAIRPERSONS

Welcome to the 1997 32nd annual ANYSEED Conference! The ANYSEED organization has put together an exciting and informative conference. Keynote speakers come to you from a vast array of experiences in working with children with emotional/behavioral challenges. This year's theme: **Building Connections for EH Children Through Technology, Early Intervention, and Community Resources**, will bring you a wide spectrum of ideas and practical strategies for our children.

The full ANYSEED Conference program, including conference and hotel registration forms are enclosed within this booklet. Please note the differing registration rate and deadlines. Use one form for each person who is registering.

ANYSEED, in conjunction with it's collaborative partners, is pleased to bring this outstanding conference to the educational community. Piaget said, "The Goal of Education is to Create the Possibilities for a Child to Invent and Discover." Please join us for the 1997 ANYSEED Conference to invent and discover for our children.

Co-Conference Chairpersons	Maureen Ingalls	Phone: (716) 492-5608
	and	
	Patricia Vacca	Phone: (315) 361-5543

32nd ANNUAL ANYSEED CONFERENCE

March 7th through 9th, 1997

at the

Syracuse Marriott Hotel

COLLABORATIVE CONFERENCE KEYNOTE SPEAKERS

Dr. Nicholas Long is a nationally recognized leader in the ED/BD field. Trained by Redl and Morse in the mid-50's, he has continued to refine and teach the Life Space Interview.

Dr. Long is well known for his books such as, TEACHING CHILDREN SELF CONTROL and LIFE SPACE INTERVENTION: DEALING WITH CHILDREN AND YOUTH IN CRISES. Recently Dr. Long and William C. Morse published the 5th revision of their classic work, CONFLICT IN THE CLASSROOM. This is a must read! Dr. Long co-edits the internationally recognized journal ***RECLAMING CHILDREN AND YOUTH***. His successful TV series is used throughout the world. An outstanding speaker, Nick is realistic, practical, and enthusiastic.

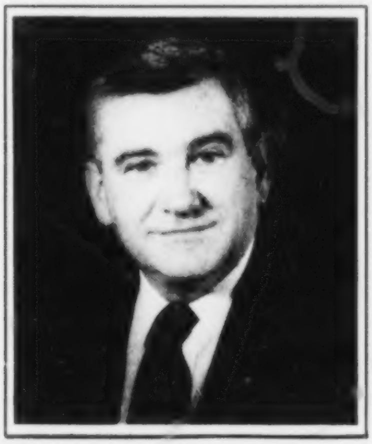
Dr. William Daggett is President of the International Center for Leadership in Education. He assumed that position in 1996, after serving five years as Director of the Center. He is known worldwide for his efforts to move the education systems towards more rigorous and relevant skills and knowledge for all students, especially in mathematics, science, language arts and school-to-work programs.

Dr. Daggett served at the New York State Education Department, where he spearheaded several restructuring initiatives to focus the State's education system on the skills and knowledge students need in today's technological, information-based society.

Dr. Daggett serves as lead consultant for the International Center's network of model schools. He is under contract to lead school reform initiatives in several states as well as working with ministries of education in other countries, including Japan, Germany, England, and Russia, on standards in mathematics, science, and language arts. He also serves as a consultant to many business organizations including General Motors, IBM, and the U.S. Chamber Of Commerce.

Dr. Daggett is the author of 12 textbooks, four books on educational leadership, numerous research reports, and many articles in professional publications. In the past several years, he has testified before Congress and spoken to legislatures in more than 30 states as well as addressed audiences in all 50 states and overseas.

COLLABORATIVE CONFERENCE KEYNOTE SPEAKERS



Robert M. Bennett is a member of the New York State Board of Regents having been appointed to this position in 1995. Regent Bennett has served as President of the United Way of Buffalo and Erie County since 1985. Previously he served as Vice-President and as Director of Administration and Development.

Regent Bennett, a graduate of Notre Dame and the State University of New York at Buffalo has held several state and national governmental positions. Further, he has taught at two Buffalo area Colleges and at the University.

Regent Bennett is a member of the Family Support Center in the Sweet Home School District, serves as a consultant for strategic planning for a variety of not-for-profit organizations, and is a member and officer of the Board of Directors of the Western New York Grantmakers Association.

Diane Chelsom Gossen is one of the most sought-after teacher/trainers on developing self-discipline. Her book, RESTITUTION: RESTRUCTURING SCHOOL DISCIPLINE, is based on 25 years of work with Reality Therapy and Control Theory with parents, schools, and prison populations. She is a remarkably gifted speaker who can present a serious subject with a sense of humor and ease that truly models the joy of teaching.

Diane is the founder of Radius, an alternate school established in 1970 in Saskatoon. She has taught at two universities, is a senior faculty member of the Institute of Control Theory, Reality Therapy and Quality Management and has been an associate of William Glasser for over 25 years. Diane has lectured throughout the United States and Canada, and in Ireland, Norway, Australia, Japan, Croatia, Italy and Ukraine.

In addition to the above book, Diane has authored and co-authored MY CHILD IS A PLEASURE TO LIVE WITH, and CREATING THE CONDITIONS: LEADERSHIP FOR QUALITY SCHOOLS. Diane is featured on the Restitution Staff Development Video Series and the **Video Journal of Education** video set, *Dealing With Disruptive and Unmotivated Students.*

CONFERENCE DAILY SCHEDULES

Friday - March 7, 1997

7:00 a.m.	Registration- Coffee/Exhibits
8:30- 9:45	**General Session I** Keynote Address: Nicholas Long
9:45-10:15	Break - Exhibits/Coffee/Danish
10:15-11:45	**Workshop Session I** Special Session 1.A. - Nicholas and Jody Long Follow-up Workshop
12:00	Lunch
1:00- 3:00	**General Session II** Keynote Address: Diane Gossen
3:00- 3:15	Break
3:15- 4:45	**Workshop Session II** Special Session 2.A. - Diane Gossen Follow-up Workshop
6:30- 7:00	Reception - Cash Bar
7:00	Dinner/Entertainment
9:00	ANYSEED President's Reception - ANYSEED SUITE

Saturday - March 8, 1997

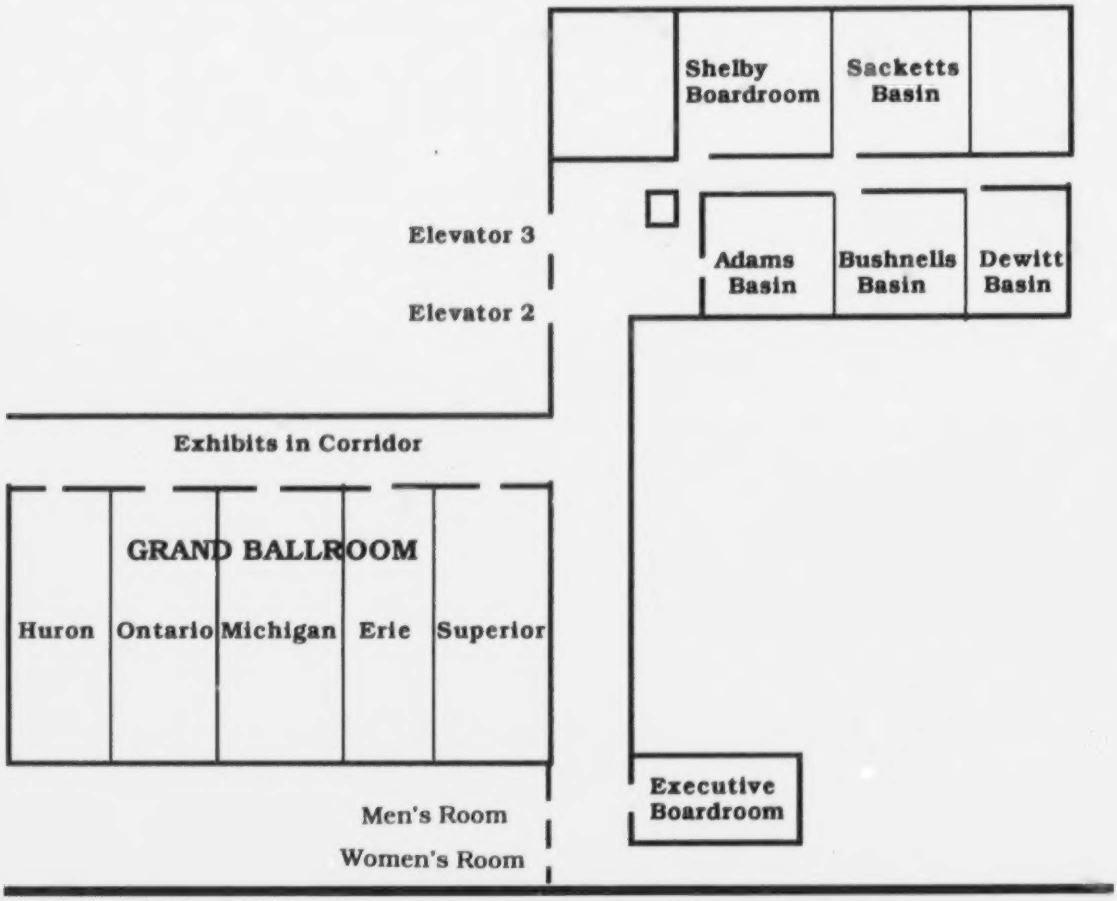
7:00 a.m.	Registration - Coffee/Exhibits
8:30- 9:45	**General Session III** Keynote Address: Willard Daggett
9:45-10:15	Break - Exhibits/Coffee/Danish
10:15-11:45	**Workshop Session III** Special Session 3.A. - Willard Daggett Follow-up Workshop
12:00	Lunch
1:00- 2:30	**General Session IV** (immediately follows lunch) Keynote Address: Regent Robert Bennett
2:30- 2:45	Break
2:45- 4:15	**Workshop Session IV** Special Session 4.A. - Regent Bennett Follow-up Workshop
5:30- 6:00	Reception - Cash Bar
6:00	Annual Banquet and Awards
9:00	ANYSEED Reception - ANYSEED SUITE

Sunday - March 9, 1997

8:30- 9:15	**ANYSEED ANNUAL BUSINESS MEETING**	
9:15-10:00	**General Session V**	Panel Discussion - **"Where do we go from here?"** Moderators - Mark Costello and Ted Kurtz
10:00	**BRUNCH**	

HAVE A SAFE TRIP HOME

Syracuse Marriott Conference Floorplan


Shelby Boardroom
Sacketts Basin
Elevator 3
Elevator 2
Adams Basin
Bushnells Basin
Dewitt Basin
Exhibits in Corridor
GRAND BALLROOM
Huron
Ontario
Michigan
Erie
Superior
Executive Boardroom
Men's Room
Women's Room

Collaborative Conference Program
FRIDAY
MARCH 7, 1997

General Session I 8:30-9:45 A.M.

Keynote Presentation:

Conflict and Kindness in the Classroom

Presented by: Dr. Nicholas Long

Kindness toward troubled students is a powerful and effective therapeutic force for improving student/staff relationships. For troubled students, who have learned to mistrust adults, an act of staff kindness can be a life altering experience. The concept of staff kindness will be analyzed and six video examples of staff kindness will be presented. The address will conclude by suggesting specific ways of promoting and teaching acts of kindness in our students.

ONTARIO-MICHIGAN-ERIE-SUPERIOR

9:45 - 10:15 A.M.
EXHIBITS/COFFEE/DANISH

Visit our exhibits and win an "Escape Weekend" at the Marriott. Pick up drawing tickets from Exhibitors.

WORKSHOP SESSION I
90 Minute Workshops - 10:15-11:45

1.A. SPECIAL SESSION - FOLLOW-UP

Understanding and Managing Passive-Aggressive Behavior in Students & Staff

Passive aggressive behavior is rarely studied or understood, although it is a powerful and hidden way of frustrating select students and staff. Frequently, passive aggressive behavior is a personal choice of students who are over socialized, learning disabled, and fearful of adults. Passive aggressive behavior among staff and administrators is legendary.

Nicholas and Jody Long, Institute for Psychoeducational Development, Hagerstown, MD.

ERIE-SUPERIOR

1.B. Teaching Self-Control: A Curriculum for Responsible Behavior

Research in emotional intelligence has underscored the power of self-control to determine success in life. Self-control is comprised of twenty specific social skills including impulse control, stress management, group participation, social problem solving, and following school routines. Student ability in self-control is both observable and teachable. The purpose of this workshop is to provide a practical guide for teaching self-control to students in regular and special education classrooms. Utilizing self-control curriculum materials, participants in this hands-on workshop will assess student self-control skills and design activities to teach self control to their students. This workshop is suitable for teachers of students of all age levels.

Martin Henley, Pegasus Center for Enabling Education, Westfield State College, and Joseph Enwright, Westfield Public Schools, both of Westfield, MA.

MICHIGAN

1.C. Animal Assisted Activities And Therapy With Emotionally Compromised Children

This workshop will focus on utilization of animals as a therapeutic device with emotionally compromised children.

Susan Brooks, Clinical Psychologist, Green Chimney's Children's Services, Brewster, N.Y.

ADAMS

1.D. The LOT Program

The LOT Program is an interdisciplinary approach to strengthen integration of sensory input and output. The Therapeutic Learning Model represents the basis for this program. By strengthening attending skills, the child will move from self awareness to group interaction through organization and integration of sensory stimuli. The program strengthens the child's ability to understand games, participate in a game activity, and interact with others as a group member. The role of each professional will be discussed to assist replication activities.

Ellie Holtzman, Speech and Language Therapist, and Jamie Bindert, Occupational Therapist, both from Vollmer Elementary School, Rush-Henrietta School District, West Henrietta, N.Y.

BUSHNELLS

REGISTER EARLY
SAVE DOLLARS!

1.E. Horticulture Therapy for Emotionally Disturbed Populations

This workshop will focus on utilizing horticulture projects to channel aggression, promote success and connect students and staff with home and community. Slide shows of award winning garden programs, hands-on activities, lecture and handouts will empower participants to begin indoor and outdoor horticulture therapy projects with their behaviorally challenged populations.

Deborah Brunjes, Horticulture Therapist & BOCES Supervisor, Orange-Ulster BOCES, Goshen, N. Y., Instructor at New York Botanical Gardens, Bronx, New York

DEWITT

1.F. Early Childhood Portfolio

An early childhood portfolio will be presented as used in a special needs preschool, kindergarten, and first grade program. The portfolio presented will be a collection of the students' efforts, progress and achievement. The collection is used to monitor student growth and establish home/school communication. The portfolio includes child, parents, and teacher participation and could be used at any grade level. A training module will be presented, to enable the participants to design their own portfolios. Seven design points will be considered that will allow the participants to design their own portfolio.

Joann Spencer, North Hornell School, Steuben-Allegany BOCES, North Hornell, N. Y.

SHELBY

1.G. Art Displays: Creations By Emotionally Disturbed Students

This workshop will allow participants to share their students art work with those in attendance. Art will be discussed and displayed. This workshop will allow teachers to talk and share ideas related to art and the ED/BD student. Uses for student's art work which may enhance self esteem and bring them a few dollars will be discussed. It is not necessary to bring art work to this workshop, but highly encouraged. Pre-conference contact is encouraged via mail to the address below to arrange for exhibiting your student(s) work. Repeated 2.G., 3.G.

Karen Robinson, Special Education Teacher, Adolescent Psychiatric Unit, St. James Hospital, Cea Brantner, Special Education Teacher and Wendy Cerio, Affective Educator all of Steuben-Allegany BOCES. Mail inquiries to Ms. Robinson, St. James Hospital, Hornell, N. Y. 14843.

EXECUTIVE BOARDROOM

1.H. Working With Parents

This workshop will describe the ongoing direct work occurring with eight sets of parents of students with emotional problems. This unique team concept involving parents, teachers and support staff is making a difference. At this point the focus is gradually moving away from behavior to academics.

Students are being taught coping skills enabling them to deal more effectively with their frustrations. At the same time parents are learning how to identify and focus on the positive attributes of their children. While all of this has been occurring the school personnel are learning how to help students become more intrinsically motivated to behave vs. extrinsically motivation to misbehave.

You are invited to participate in this discussion of partnership and connection building. Your comments are welcome as we refine our initial year experience.

Annette Blackbourn, Special Education Teacher, Maura Whitcomb, School Psychologist, and Mollie Lapt, Behavior Specialist, all from Cattaraugus-Allegany BOCES

SACKETTS

1.J. Circle Cafe: A Multi-Disciplinary Approach

Circle Cafe is a joint program set up by Occupational Therapy, Life Skills and Home and Careers. This program was designed to enable emotionally disturbed students to operate a restaurant one day a week to serve and sell a high quality and diverse menu to the staff. Circle Cafe is work in progress where the students are involved in all levels of production, from buying and ordering to food preparation, presentation and clean up. It is our goal to train our students for entry-level jobs, by focusing on the work skills that are necessary in any employment setting. They can achieve work experience in a food service setting that is safe both physically and emotionally. In this presentation we share our experiences helping students achieve independence and transferring these skills to the classroom and community. We will also outline problem areas we have identified. Our current aims are to help students feel a sense of belonging, mastery, and independence in a technological world.

Shona Perry, Kim Sinclair, Amy Mesmer, and Pam Griffity; all from the Andrews Trahey School at Hillside Children's Center, Rochester, N. Y.

SECOND FLOOR - Sign by Elevator

LUNCH -12:00 - 1:00 P.M.

GENERAL SESSION II 1:00-3:00 P.M.
Immediately follows lunch

Keynote Presentation:

Restitution: Restructuring School Discipline

Presented by: Diane Chelsom Gossen

Restitution is a non-punitive model based on the belief of internal motivation and self-change. Based on the work of William Glasser, this model focuses on relationships, respect and character. What separates this program from others is that discipline is redefined as an opportunity to learn in a positive, non-punitive manner.

HURON-ONTARIO-MICHIGAN

BREAK-BREAK-BREAK-BREAK-BREAK
Refreshments 3:00 - 3:15

WORKSHOP SESSION II
90 Minute Workshops - 3:15-4:45

2.A. SPECIAL SESSION - FOLLOW-UP

Restitution: Restructuring School Discipline

This seminar will help anyone who has to discipline children or teenagers. It will provide an immediate tool for self analysis of one's system of discipline. Restitution is a vehicle for helping children develop self-discipline. There will be demonstration role plays and the opportunity for participants to practice new techniques. The thesis of this session is that by focusing on consequences we are too often involved in applying discomfort to the child for the discomfort they have afforded us. This cycle does not strengthen the child. He only learns to do time and to conform. He may even apply his energies to refining passive aggressive strategies. What we propose is a process which strengthens the child by helping him to fix what he has inflicted. When a school implements the process of restitution, emphasis will be on working with children to cathect their value system. Such practices become internalized in the children so that after a half year they will not be so dependent on external controls. The seminar will help participants learn to give up guilting and criticizing and help the child move toward problem solving.

Diane Chelsom Gossen, Author, Chelsom Consultants, Saskatoon, Saskatchewan

ERIE-SUPERIOR

2.B. Player (Preparing for Life Through Alternative Youth Education and Resources)

The primary focus of this workshop is on adventure education programming that a teacher can carry out in a classroom environment. The type of activities include: trust building, icebreakers, initiative fostering, group dynamics and risk challenges. Participants will leave with a number of usable activities. Suggestions for adaptations to a variety of age levels and settings will be made. Though active participation in activities is not mandatory, it is strongly recommended within the workshop. Appropriate casual dress is best for participants.
The workshops' secondary goal is to demonstrate how these same activities can be linked to other alternative and standard course content. Highlighted will be gardening projects, uses of technology, newspaper publishing, "counseling on the run," and small business enterprises, including our new restaurant program. How these enhance and expand our academic and life skills components will be discussed at the level requested by the participants. Incorporation into the classroom will be our main focus.

Roger Ambrose, Social Worker, Mary Beth Denny, Dan Jones, and Dan McDougal, Special Education Instructors, all from Jefferson-Lewis BOCES Alternative Education Program.

ADAMS

NOMINATE FOR ANYSEED AWARDS TO BE GIVEN AT THE MARCH 1997 CONFERENCE
Fill out the form on page 16 and send to address on that form by February 1, 1997
Honor Leadership and Achievement

2.C. Social Problem Solving (SPS) Training

The goal of the SPS Program is to teach children an approach for handling interpersonal difficulties without always having to rely on adults for help. In this program we do not tell children what to think. Rather we teach them how to think when experiencing a problem. As children learn to identify feelings, think of alternative solutions, and anticipate consequences of their behavior, they become better able to resolve conflicts with others.
Curriculum utilizes role-playing discussions, worksheets, and problem solving solutions.

David Abeling, Director of Special Services, Williamson School District, Williamson, N. Y.

SECOND FLOOR - Sign by Elevator

2.D. Instructional Strategies That Support The Student With Emotional Disabilities

This interactive workshop will take you through specific instructional and assessment strategies that: support the constructivist theory of learning, show you how to establish effective communication among the home, school, and outside agencies, and maintain the focus of teaching students to become effective, responsible decision makers. Teaching responsible decision making involves higher order thinking, reasoning, and problem solving. Small specific tasks cannot support these concepts. Join us as we provide participants with specific strategies that will support the learner and establish high expectations for learning.

Lydia Lavin, SETRC Trainer, Cattaraugus-Allegany BOCES, Colleen Taggerty, Principal, Belmont Vo-Tech Center, Cattaraugus-Allegany BOCES, and Audrey Powless, Parent Advocate, Mental Health Association of Cattaraugus County.

BUSHNELLS

2.E. Ten Minute Exercises to Relax and Renew

As the day unfolds many of us find that our energy level begins to dwindle, leaving us at less than 100%. This is due to the various stressful situations we encounter, the buildup of toxins in the blood stream, and the amount of oxygen available to the body. This creates the situation within our bodies known as fatigue. Through the utilization of conscious breathing techniques and basic yogic postures this workshop will demonstrate how to refresh and renew the body and mind. The methods put forth are easy to learn, can be done in your office or classroom, and the results are guaranteed to give a new perspective on your day.
This is an experimental workshop and participants are asked to dress in casual and relaxed fitting clothing. No previous experience in yoga is necessary and all techniques will be done while sitting in a regular straight-backed chair.

John Welch, Counseling Department Chairperson, St. Lawrence-Lewis County BOCES.

SACKETTS

2.F. Students With ADHD: As Much As We Can Fit Into 90 Minutes

This workshop will present a brief overview of Attention-Deficit Hyperactivity Disorder (ADD/ADHD), how it is diagnosed, and how it can be managed within the school setting. Current issues and new developments within the field will also be discussed. The main emphasis of the workshop, however, will be on addressing participants' questions about the nature of the disorder and how it can be managed effectively.

Brad Bennet, Private Practitioner, Rome, N. Y.

SHELBY

2.G. Art Displays: Creations By Emotionally Disturbed Students

This workshop will allow participants to share their student's art work with those in attendance. Art will be discussed and displayed. This work-shop will allow teachers to talk and share ideas related to art and the ED/BD student. Uses for student's art work which may enhance self- esteem and bring them a few dollars will be discussed. It is not necessary to bring art work to this workshop, but highly encouraged. Pre-conference contact is encouraged via mail to the address below to arrange for exhibiting your student(s) work. Repeat of 1.G and 3.G.

Karen Robinson, Special Education Teacher, Adolescent Psychiatric Unit, St. James Hospital, Cea Brantner, Special Education Teacher and Wendy Certo, Affective Educator all of Steuben-Allegany BOCES. Mail inquiries to Ms. Robinson, St. James Hospital, Hornell, N. Y. 14843.

EXECUTIVE BOARDROOM

NOMINATE FOR ANYSEED AWARDS TO BE GIVEN AT THE MARCH 1997 CONFERENCE
Use form on page 16

2.H. YO! Get Streetsmart: Defusing the Tactics of Urban Streetcorner Youth

"Streetwise" students bring their manipulative and aggressive streetcorner behaviors into the school, severely impairing the teaching/learning process and creating a climate of fear. Learn how to defuse 10 streetcorner tactics like "dissin", "the dozens", "woofin", "signifyin", "hustlin", and "showin out". Strategies for defusing these tests and building your "rep" will be addressed.

Tom Mc Intyre, Special Education Department, Hunter College, New York, N. Y.

DEWITT

ANYSEED extends its thanks to each of its collaborative partners for their assistance and continued support in providing quality staff development and conference opportunities.

Madison-Oneida BOCES SEALTA
Steuben-Allegany BOCES SEALTA
Northern BOCES SEALTA
Madison-Oneida BOCES SETRC
Steuben-Allegany BOCES SETRC
Herkimer SETRC
Oneida BOCES SETRC
Hamilton-Fulton-Montgomery SETRC
Syracuse City SETRC
OCM BOCES SETRC
New York State CCBD

THANKS!

Do you have a restless urge to write?

ANYSEED solicits articles from classroom teachers and other mental health professionals outlining successful practices.

Submit your practitioner based intervention strategy to:

Lynn Sarda
Editor PERCEPTIONS
Old Main Building, Room 212,
SUNY at New Paltz 12561

SATURDAY
MARCH 8, 1997

General Session III **8:30-9:45 A.M.**

Keynote Presentation:

Preparing Disabled Students for the 21st Century

Presented by: Dr. Willard Daggett

Education in general, and special education in particular, is increasingly being asked to respond to two conflicting challenges...the demand for more services and increasing fiscal constraints. In this session, Dr. Daggett will lay out the fundamental structural changes that are occurring in technology and the workplace which will have a profound impact on the opportunities and challenges facing all graduates, especially those with disabilities.

ONTARIO-MICHIGAN-ERIE-SUPERIOR

9:45 - 10:15 A.M.
EXHIBITS/COFFEE/DANISH

Visit our exhibits and win an "Escape Weekend" at the Marriott. Pick up drawing tickets from Exhibitors.

WORKSHOP SESSION III
90 Minute Workshops - 10:15-11:45

3.A. SPECIAL SESSION - FOLLOW-UP

Skills/Knowledge for the 21st Century

As an extension of Dr. Daggett's keynote presentation, he will identify the specific skills and knowledge students will need in the technological, information-based society. With those skills and knowledge identified, he will then lay out a series of strategies that schools can use to move their students to the necessary skills needed in the future.

Willard Daggett, President, International Center for Leadership in Education, Author, Consultant.

ERIE-SUPERIOR

EARLY BIRD
REGISTRATION DEADLINE
JANUARY 31, 1997

3.B. Teaching in a Fishbowl: A Modification of Life Space Crisis Intervention for Regular ED Staff in "Crisis."

Being a teacher of the emotionally disturbed in a "regular" education setting is much akin to feeling like you are teaching in a fishbowl. All eyes are on you and your students and judgments are constantly being made by onlookers.

Sometimes these judgments "explode" into crisis proportions. Special education staff members then find themselves in either a fight or flight position. Either they are constantly defending their behavioral interventions and explaining their students' behavior or they close the door and become total isolationists. Neither position is satisfying nor does it create the supportive environment and sense of belonging that special education teachers and students so desperately need.

Using the Conflict Cycle paradigm, this presentation will focus on ways special education staff can effectively use criticisms and judgments as an opportunity to help change adult belief systems, educate staff, and create an understanding and supportive total school environment.

Mary Beth Hewitt, Choices Coordinator, Wayne Finger Lakes BOCES, Newark, N. Y.

MICHIGAN

3.C. We Cannot "Not" Communicate

Introducing an exciting new workshop in "Communication." A workshop where didactic and experimental learning come together.

This workshop coming from the Green Chimneys "C.A.P." Curriculum training is customized to your worksite and combines the realities of behavior management with understanding and sensitivity. This program provides support and offers techniques that are immediately applicable. This workshop is appropriate for line staff and administrative staff. Experience the verbal and non-verbal module of the C.A.P. program.

Winston Long, Director of Campus Life, and Kathleen Forte, Director of Child Care, both from Green Chimneys Children's Services, Brewster, N. Y.

ADAMS

Visit Conference Exhibitors and get your ticket for one of two Marriott Escape Weekends. One will be given away Friday at 4:50 and Saturday at 4:20 P.M. after workshop sessions each day

Drawing in Executive Board Room

3.D. Techniques to Manage Aggressive Behavior and Promote Success

The focus of this presentation is to discuss the needs of a changing student population in terms of managing conflict situations and the resulting aggressive behaviors that are exhibited in classroom settings.

The first part of the presentation will examine the roots of conflict. Participants will be shown ways to identify the triggering and escalation phases of stress/conflict. A de-escalation hierarchy will be presented and participants will be shown techniques to help students move from teacher-directed to student-directed management of conflict.

Part two of the workshop focuses on self-esteem and the positive effects it can have on aggression management. Presenters will discuss the five components of self-esteem, as well as activities that can be incorporated into classroom practice in order to promote the development of each individual component. Howard Gardiner's Multiple Intelligence Theory will also be examined. Participants will be given an evaluation tool that utilizes these intelligence's to assess students' strengths and therefore foster self-esteem. This evaluation tool can become part of the students' portfolio and can be used to assess continued growth in each of the intelligence areas.

The final part of the presentation is a slide show which highlights possible room arrangements and activities which demonstrate self-esteem building and de-escalation techniques in practice.

Questions and material sharing and distribution will conclude the presentation.

Marguerite Flood, Mary Bloom, and Diane Bailey, all from Orange-Ulster BOCES, Goshen, N. Y.

BUSHNELLS

3.E. Use of The Boys Town Psychoeducational Model in School Settings

The psychoeducational model (PEM) is a structured social skill building, replacement and motivational program. It is successfully used throughout the U.S.A. in a range of different settings. The PEM program is one of the few programs for behavioral dysfunction whose efficacy is supported by follow-up research.

This program empowers children by first teaching appropriate respectful behavior to replace disruptive, harmful behavior; and secondly by providing a careful structure which requires that the children own the responsibility for choosing positive or negative consequences.

Marybeth Mulvihill, RN, PEM Director at Mohawk Valley Psychiatric Center, Utica, New York.

SACKETTS

3.F. Everything You Wanted to Know About ED Classrooms That's Not in the Books: A Workshop for the Beginning Teacher

Help! I've got these kids that no one else wants and...they don't want to learn, they don't want to settle down, the principal blames me, the other teachers keep their distance, the parents are unavailable, related services are being cut...When do I get to teach?
Novice teachers need support in successfully meeting the challenges of the ED student without burnout. Following a quick needs assessment of the participants, the presenter will relate current learning theory and practices to the ED classroom, K-12. Participants will learn rules of thumb and "how to" tips for behavior management and effective instruction. Topics will include collaborative paring, curriculum modification, accelerated learning, cognitive strategies, LSI, teaming as well as how to gain administrative, parental, and agency support. Handouts will include communication strategies, graphic organizers, conflict resolution steps, medications overview and a bibliography of resources.

Nedra Peterson, Special Education Teacher, Ogdensburg Free Academy High School, Ogdensburg, N. Y.

DEWITT

3.G. Art Displays: Creations By Emotionally Disturbed Students

This workshop will allow participants to share their student's art work with those in attendance. Art will be discussed and displayed. This workshop will allow teachers to talk and share ideas related to art and the ED/BD student. Uses for student's art work which may enhance self-esteem and bring them a few dollars will be discussed. It is not necessary to bring art work to this workshop, but highly encouraged. Pre-conference contact is encouraged via mail to the address below to arrange for exhibiting your student(s) work. Repeat of 1.G. and 2.G.

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EXECUTIVE BOARDROOM

Registration Includes membership in ANYSEED through March of 1998

3.H. Making Connections for Students With Emotional/Behavioral Disorders and Their Teachers Through the use of the Internet

The purpose of this workshop is to assist you and your students in incorporating the Internet into your curriculum. Participants in this workshop will:

- Understand the language of the internet.
- Explore various Internet electronic discussion groups concerning children with emotional disorders that can be utilized for their students or themselves.
- Be exposed to various constructivist type Internet and World Wide Web projects, activities, and lesson plans that can be used in their classrooms, and
- Visit databases such as ERIC in order to explore relevant current literature concerning students with ED/BD.

Barbara Fuchs, Project Director, Rockland County BOCES SETRC.

SHELBY

LUNCH 12:00 - 1:00 P.M.

GENERAL SESSION IV 1:00-2:30 P.M.
Immediately follows lunch

Keynote Presentation:

Developing New Systems Of Care To Strengthen Families

Presented by: Regent Robert Bennett

Public and not-for-profit providers of human services need to seek new ways to provide holistic care for families and their children. The disconnection's among funders, as well as providers, is in need of corrective action and is urgent. Children with special needs must become a priority to insure the achievement of high standards, both in education and community participation.

HURON-ONTARIO-MICHIGAN

BREAK-BREAK-BREAK-BREAK-BREAK
Refreshments 2:30 - 2:45

WORKSHOP SESSION IV
90 Minute Workshops - 2:45-4:15

4.A. SPECIAL SESSION - FOLLOW-UP

Developing New Systems Of Care To Strengthen Families

This workshop is intended as a follow-up session to Regent Bennett's remarks and is intended for questions and answers vis-a-vis directions we can follow to ensure quality care for children and youth.

Regent Robert M. Bennett, New York State Board of Regents, President, United Way of Buffalo and Erie County.

ERIE-SUPERIOR

4.B. Teaching Self-Control: A Curriculum for Responsible Behavior

(This Workshop Is Presented on Friday as I.B. and on Saturday as 4.B.)

Research in emotional intelligence has underscored the power of self-control to determine success in life. Self-control is comprised of twenty specific social skills including impulse control, stress management, group participation, social problem solving, and following school routines. Student ability in self-control is both observable and teachable. The purpose of this workshop is to provide a practical guide for teaching self-control to students in regular and special education classrooms. Utilizing self-control curriculum materials, participants in this hands-on workshop will assess student self-control skills and design activities to teach self-control to their students. This workshop is suitable for teachers of students of all age levels.

Martin Henley, Pegasus Center for Enabling Education, Westfield State College, and Joseph Enwright, Westfield Public Schools, both of Westfield, MA.

MICHIGAN

Visit our exhibits and win an"Escape Weekend" at the Marriott. Pick up drawing tickets from Exhibitors.

4.C. Dealing With Aggressive Youth

This session provides strategies for dealing with aggressive youngsters during and after their episodes. Techniques for defusing potentially violent situations will be presented along with general strategies for program development..

Tom Mc Intyre, Special Education Department, Hunter College, New York, N. Y.

BUSHNELLS

4.D. Working Effectively With Less Stress

Reducing staff burnout is an important component to working effectively on the job. This experimental workshop will help you learn to manage stress by combining stress management techniques, movement and lifestyle assessment. Become empowered to enhance the quality of your life both personally and professionally. Learn how to increase both vitality and serenity in your life.

Cindy Dern, C.S.W., Lifemoves, Bearsville, N. Y.

DEWITT

4.E. Comprehensive Classroom Management

Presenters will provide on overview of the essential elements for effective classroom management; preventive, supportive, and corrective methodologies will be outlined, highlighted, and discussed.
Specifics will include description/discussion of:
- Basic psychological needs of children and youth;
- Direct, effective instruction;
- Pro-social skill development;
- Utilization of support services such as parents, resource teams, and consultants;
- Problem solving models.

William (Bill) Carter, Directpr Avalon School, St. Joseph's Villa, and Angie Colavito, Lecturer in Education, Nazareth College, both from Rochester, N. Y.

SACKETTS

Send conference registration (one person per form) to ANYSEED on or before deadline for reduced rates.

Send Hotel registration form to Syracuse Marriott by February 21, 1997 to assure staying at Conference Hotel.

4.F. A Walk Through Writing A Grant Proposal

The presenter is an experienced, seasoned grant writer with excellent success in obtaining State and Federal grants. During this workshop participants will be walked through the steps recently followed in obtaining the $838,475 bilingual/correctional education training project which he currently directs. Various grant writing strategies will be discussed with an eye toward helping the newcomer.

Joseph Trippi, Professor of Special Education, S.U.N.Y. New Paltz, New Paltz, N. Y.

SECOND FLOOR - Sign by Elevator

4.G. LD and ADHD: Accommodations & Modifications for the Regular Education Classroom

This presentation will provide methods, strategies, and materials that will assist students with LD and ADHD to meet demands of the regular education classroom. These practical, easy to use suggestions and ideas are applicable for elementary to high school students. Organizational strategies, homework issues, simple technology applications, and management strategies will also be included in the discussion.

Lynn Altamura, Learning Disabilities Association, Utica, N. Y.

ADAMS

4.H. Brain Compatible Learning, Early Intervention

Pioneer Middle School has a seventh grade self-contained class for repeating students, "The Brain Compatible Academy". The Academy is a healing place for students. We do not want to punish students for not making the grade. We want to teach them how.
In this 90 minute workshop I will explain in more detail the philosophy of the Academy, the brain compatible approach, a day in the life of an academy student, how we fit in with the rest of the school and assessment. Please come and share with me how to better help those who are in need.

Greg Macaluso, Pioneer Middle School, Yorkshire, N. Y.

SHELBY

EARLY BIRD REGISTRATION DEADLINE

January 31, 1997

4.J. ANYSEED: PAST-PRESENT-FUTURE

This 'cracker-barrel session' will review ANYSEED's beginnings, history, mission and discuss the future. Founded 32 years ago to address the training needs of New York State's teachers, paraprofesionals, child care workers, and other mental health workers with ED/BD students. ANYSEED is proud of its past. Past Presidents and Executive Board members will be on hand to respond to questions, address how you might become active within the organization and to thank you for your participation in this conference.

Bob Michael, President; Maureen Ingalls, Conference Co-Chairperson and President-Elect; Patti Vacca, Conference Co-Chairperson; Mary Kay Worth, Secretary; Janis Benfante and Pam Pendelton, Membership; Ray Stenberg, Treasurer; Ed Kelley, Historian; Bob Aikin, Ted Kurtz, Russ Dalia, and Hildreth Rose, all Past Presidents; and Lynn Sarda, PERCEPTIONS Editor.

EXECUTIVE BOARDROOM

Visit Conference Exhibitors and get your ticket for one of two Marriott Escape Weekends. One will be given away Friday and Saturday

The following individuals made a significant contribution to the overall success of this conference:

Maureen Ingalls **Patricia Vacca**

Robert Michael **Hildreth Rose**

Mary Kay Worth **Ed Kelley**

Russ Dalia **Lynn Sarda**

Janis Benfante **Pam Pendleton**

Ray Stenberg

THANK YOU from the many educators who have benefited from this conference.

SUNDAY
MARCH 9, 1997

8:30 - 9:30 ANYSEED ANNUAL BUSINESS MEETING

General Session V 9:15-10:00 A.M.

Conference Wrap-Up

"Beyond the Horizon"

Panel Discussion

Moderated by: Mark Costello
& Ted Kurtz

Featuring:

Nick and Jody Long
&
Diane Gossen

Over the past decade **ANYSEED** Conferences have ended with an invigorating Wrap-Up where problems highlighted during the Conference are discussed by the keynote presenters, and conference attendees, in an informal cracker-barrel manner. Solutions, are proposed to the problems we face working with ED/BD students. Often participants have set future directions and/or themes for ANYSEED's Annual Conference.

SALON C

BRUNCH

11:00 A.M.

Have a Safe Trip Home!

CONFERENCE NOTES

ANYSEED AWARDS

The ANYSEED Executive Board has established over the years four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Boards' intent that members of ANYSEED nominate award recipients. **Please fill out form below and submit with your conference registration form.** The specific awards are:

STEVEN J. APTER LEADERSHIP AWARD - The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, and commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by February 1st. Non-monetary award. Plaque awarded at Annual Conference.

EVERETT KELLEY VOLUNTEERISM AWARD - This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by February 1st. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD - Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by February 1st. Non-monetary award. Plaque awarded at annual conference.

CONRAD HECHT MEMORIAL - This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, a school or an agency. Guidelines for funds use are flexible, as long as, a student or students benefit. Funding will not exceed $500. annually. Awards average in the $250. range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by February 1st with awards made by May 1st. Executive Board action required. Recipient reporting within **PERCEPTIONS** or at an annual conference is required.

Nominations must be submitted on the form below by February 1st.

Nominator Name:____________________ Address:____________________Zip:______

Nominator Phone Number: (   )_____ ______Are You a ANYSEED Member? ___Yes ___No

Specific Award to be considered:____

Name of Person to Be Considered:____

Address of Recipient:______________________________Zip:_____Phone: (   )____ ____

Why would the above candidate to be a worthy of recognition? Please describe what it is about the person that make's him/her an outstanding recipient of this award. You may attach additional documentation if you wish, however, this is not necessary.____________________

____

____

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____

____

____

Hecht Mini-Grant Funds - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages to be typewritten.

Nominations by February 1st to: Janis Benfante, 598 Concord Drive, Webster, New York 14580

COLLEGE COURSE INFORMATION

The ANYSEED Professional Development Division, in conjunction with the 32nd Annual Conference Committee and the School of Education at SUNY, New Paltz, is pleased to announce the establishment of a three hour graduate course associated with the 32nd Annual ANYSEED Conference, March 7-9, 1997.

Course: 39593

Contemporary Issues and Problems in Working With Students With Emotional/Behavior Disorders

Description: This course is concerned with issues and problems related to working with emotional/behavior disorders, as identified in the Conference sessions. In-depth analysis of major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required. This course is intended for persons who will assume responsibility for independent study work and who have demonstrated competencies in this area.

Among the general course requirements are:

1.) Attend the full 32nd Annual **ANYSEED** Conference.
2.) Attend class sessions scheduled for March 6, at 8:00 p.m.; March 7 at 5:00 p.m.;
3.) Summarize and analyze each of the workshops and keynote presentations attended. The student is expected to attend a workshop for every scheduled session, as well as each keynote address.
4) Read a minimum of 20 articles and/or books concerned with the themes of the Conference.
5) Readings should be those that have been written, recommended, or suggested by workshop presenters. See handouts and bibliographies by presenters for further suggestions.
6.) Develop and implement a written project that summarizes and analyzes the information taken from the presentations and the literature. The written paper must evidence Conference proceedings, recommended readings, keynote addresses, workshop information and handouts, and general readings concerning behavior disorders through incorporation and citation within the text. The paper is also to include original classroom lesson designs that are based on strategies and techniques discussed and included within the **ANYSEED** Conference.
7.) Submit written report by June 16, 1997.

Detailed guidelines for course requirements will be distributed in the first class meeting.

*****ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS*****

To register for the conference and the three credit hour College Credit course, send the items below to:

Ms. Claudia Petersen, 9535 State Road, P.O. Box 247, Glenwood, New York 14069

1.) One copy of the **ANYSEED** Conference Registration Form completely filled in for each course registrant with a check to cover Conference Registration.

2.) Check for **$ 691.55** to cover Course Registration (Payable to **ANYSEED** Prof. Development Div.). (Tuition and fees are subject to change).

3.) Hotel/food costs are additional and optional. They are not included in above fees. However, meals may be purchased ala carte by filling in appropriate spaces on conference registration form or you may decide to purchase the hotel/meal package plan directly by using the hotel registration form.

4.) Remittances for course registration, conference registration, and any meal(s) purchased may be combined into one check or money order.

CHECK YOUR REMITTANCE TO ASSURE ACCURACY

32ST ANNUAL ANYSEED CONFERENCE
HOTEL REGISTRATION FORM

Return to: ANYSEED CONFERENCE REGISTRATION
Syracuse Marriott
6301 Route 298
East Syracuse, New York 13057

ANYSEED COLLABORATIVE CONFERENCE - MARCH 7 - 9, 1997

PLAN A INCLUDES: THREE nights accommodations for Thursday, Friday, and Saturday, plus:
- $10. Marriott Money (may be used in all shops, restaurants, and lounges)
- Friday and Saturday lunch
- Friday and Saturday Dinner
- Sunday Brunch

Double Occupancy - $ 242.92 per person
Single Occupancy - $ 362.92 per person

PLAN B INCLUDES: TWO nights accommodations for Friday, and Saturday, plus:
- $10. Marriott Money (may be used in all shops, restaurants, and lounges)
- Friday and Saturday lunch
- Friday and Saturday Dinner
- Sunday Brunch

Double Occupancy - $ 203.92 per person
Single Occupancy - $ 282.92 per person

IMPORTANT: The package must be purchased as offered! The Marriott will not accept any modifications of any kind to the above packages.

Reservations must be guaranteed by submitting the form below and a major credit card number to the Syracuse Marriott by February 20, 1997. This is an absolute cutoff date after which you will not receive the special conference rate and will be charged at the current corporate rate. **Include a tax exempt form** with your registration ONLY if your organization is covering your **entire** payment with **their** check.

- -

Clip and return form to address above: Check-In After 4:00 P.M. **PLEASE PRINT CLEARLY OR TYPE**

Credit Card #______________________________ Signature: ______________________________

Exp. Date: ____/______/______Type:____Visa _____ Master Charge Other: ______________

Date Arriving:____________________ Date Departing: ____________________

Name: ______________________________ Street:______________________________

City: ______________________________ State:____________________ Zip:______________

Home Phone: ( ) ________ __________ **Work Phone:** ( )__________ __________

Accommodation: ______Single ______ Double ______Non-Smoking Room

Roommate: ______________________________ Single rate applies if roommate not specified

Special Dietary: *******Specify on separate sheet and mail to Marriott with this form*******

IMPORTANT: Send only one registration form per room! This form should have both roommates on it.

Are You Registering for the ANYSEED Hotel/Food Package ____Yes ____No

Are You Registering for individual hotel nights without Hotel/Food Package ____Yes ____No

Register Early!

Special Rate valid ONLY through February 20, 1997 after which corporate rate applies.

1997 ANYSEED CONFERENCE REGISTRATION FORM

One participant per registration form, make copies if needed. Type or Print requested information and check appropriate spaces. **Make check payable to ANYSEED and return to:**

ANYSEED c/o Mary Kay Worth, P.O. Box 405, Portville, NY 14770 Phone (716) 933-78246 or 466-7601
(Federal ID # 13-3022914)

DON'T SEND THIS FORM TO THE HOTEL! - HOTEL REGISTRATION IS SEPARATE!

Name: ______________ Home Phone: (   ) ______________ Work Phone: (   ) ______________

Home Address: ______________

City: ______________ State: ______________ Zip: ______________

Organization: ______________

Return advance registration form with your personal check, an organization purchase order, or a letter advising that P.O., voucher, or/& check will follow.

Early Bird discount extended only if postmarked on or before January 31, 1997.

REGISTRATION OPTIONS (Circle and carry cost to total)	**EARLY BIRD RECEIVED BEFORE 1/31/97**	**AFTER 1/31/97 BUT BEFORE 2/21/97**	**AT DOOR**	**DO NOT MAIL AFTER 3/08/97 At Door Cost Applies**
Conference Costs				**$ Remitted**
FULL CONFERENCE	$ 125.	$ 185.	$ 225.	______
FRIDAY ONLY	$ 90.	$ 130.	$ 175.	______
SATURDAY ONLY	$ 90.	$ 130.	$ 175.	______
STUDENT RATES FOR FULL TIME STUDENTS ONLY Submit copy of current student ID for full Conference rate of:		$ 75.	$ 100.	______

ALA-CARTE MEALS. ADVANCE PURCHASE ONLY.
Registration fees do not include any meals. If you plan to eat at the conference you must purchase meals ala-carte on this form.
DO NOT PURCHASE MEALS IF STAYING ON HOTEL PACKAGE!

Circle all choices and carry cost to total. Meal Tickets will be distributed when checking in at the registration desk on conference weekend.

Friday Lunch	$16.	Friday Dinner	$27.	Friday Meal Total	______
Saturday Lunch	$16.	Saturday Dinner	$29.	Saturday Meal Total	______
Sunday Brunch	$18.			Sunday Meal Total	______

TOTAL AMOUNT ENCLOSED: Please Check and Re-Check Your Totals. Avoid Delays Later. ______

Please check, or supply information, if applies to you:

Personal Check enclosed includes fees for more than one registration. _____

Name, Bank, Check # on personal check for more than 1 registration: ______________

Purchase Order or Voucher enclosed is for more than 1 registration. _____

Organization Name & P.O. or Voucher # : ______________

Hotel package purchased & sent directly to the Syracuse Marriott _____

Special Needs: (Dietary &/or Accommodations): ______________

Group Rates: (10 or more) Call For details call (716) 492-5608 OR (315) 361-5543

Cancellation Policy: **No refunds after February 14, 1997.** Prior to that date a $25. handling fee will apply.

REGISTRATION FEE INCLUDES ANYSEED MEMBERSHIP FEE FOR 1997-1998 SCHOOL YEAR

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MEMBERSHIP FORM

Association of New York State Educators of the Emotionally Disturbed

c/o Janis Benfante and Pam Pendleton, 598 Concord Drive, Webster, New York 14580

ANYSEED *Chartered by the Board of Regents*

INSTRUCTIONS: Please complete and mail to the above address with a check for thirty dollars ($30 00), payable to "ANYSEED" as dues Please select a local chapter affiliation by checking a box below

PLEASE PRINT OR TYPE:

Name: __Miss __Mr __Mrs __Dr

Home Address

Number Street Apt #

City State Zip

( )

Telephone County

Check One: ☐ **New Member** ☐ **Renewal**

Work Address

Your Position or Title

School Institution or Agency

( )

Telephone

Street Address City

State Zip County

OFFICE USE ONLY

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ASSOCIATION - Student or Retired - MEMBERSHIP

☐ I am a full-time student. Enclosed is my **$15.00** dues. (This membership requires the counter-signature of your Department Chairman) Select a local chapter affiliation by checking a box at the left.

☐ I am a retired teacher, paraprofessional, supervisor or administrator. Enclosed is my **$15.00** dues. Select a local chapter affiliation by checking a box at the left.

Signature of Department Chairman

Please Check One Below *Charter Membership - I wish to become a member of

☐ NEW YORK CITY LOCAL CHAPTER
☐ ROCHESTER NEW YORK LOCAL CHAPTER
☐ ALBANY/CAPITAL DISTRICT LOCAL CHAPTER
☐ LONG ISLAND CHAPTER
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☐ WESTERN NEW YORK LOCAL CHAPTER
☐ SOUTHERN TIER LOCAL CHAPTER
☐ SYRACUSE LOCAL CHAPTER
☐ MID-HUDSON LOCAL CHAPTER
☐ MASS EDUC DIST CHILD

Please Find My Check For $30 00 Wich Will Cover Both State and Local Dues

Contribution in addition to Membership Fee!

	AMOUNT
☐ Conrad Hecht Memorial Fund	
☐ Steven Apter Fund	

ANYSEED COLLABORATIVE CONFERENCE KEYNOTE ADDRESSES

FRIDAY MORNING

Nicholas Long

"Conflict and Kindness in the Classroom"

This presentation will explore kindness as a therapeutic force for improving student/staff relationships. Video examples will supplement this presentation.

FRIDAY LUNCH

Diane Chelsom Gossen

"Restitution: Restructuring School Discipline"

Restitution is a non-punitive model based on the belief of internal motivation and self-change. Based on the work of William Glasser, this model focuses on relationships, respect and character. What separates this program from others is that discipline is redefined as an opportunity to learn in a positive, non-punitive manner.

SATURDAY MORNING

Willard Daggett

"Preparing Disabled Students for the 21st Century"

In this session, Dr. Daggett will lay out the fundamental structural changes that are occurring in technology and the work place which will have a profound impact on the opportunities and challenges facing all graduates, especially those with disabilities.

SATURDAY LUNCH

Regent Robert Bennett

Robert Bennett addresses the need for corrective action in the provision of holistic care for families and their children.

SUNDAY MORNING

Moderators: Mark Costello and Ted Kurtz

"Conference Wrap-Up"

Featuring: Nick Long and Diane Gossen

Over the past decade **ANYSEED** Conferences have ended with an invigorating Wrap-Up where problems highlighted during the Conference are discussed by the keynote presenters, and conference attendees, in an informal cracker-barrel manner. Solutions, are proposed to the problems we face working with ED/BD students.

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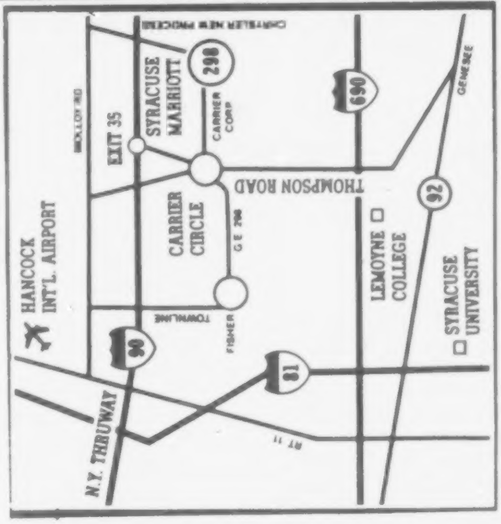

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Marriott.
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East Syracuse, New York 13057

The Syracuse Marriott is conveniently located to downtown, and only 12 minutes from Hancock International Airport, off the New York Thruway at Exit 35.

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perceptions

VOLUME 31, NUMBER 3 SPRING 1997

A Journal for Practitioners

GOOD IDEAS, GOOD PRACTICE

COMMUNITY
FAMILY
SCHOOL
ANYSEED

A Publication of the Association of
New York State Educators of the Emotionally Disturbed
ANYSEED

STATEMENT OF PURPOSE

***perceptions** is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.*

Perceptions is a publication sponsored by the
Association of New York State Educators of the Emotionally Disturbed.

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Conference Cochairpersons: *Maureen Ingalls & Patty Vacca*

◆ ◆ ◆ ◆ ◆ ◆

GUIDELINES for SUBMISSION of ARTICLES

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions.* Three copies of an article must be typed, double spaced, and submitted on 8 1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association.

A cover sheet is to accompany the article, including:

- title of article
- name of author (s) , affiliation
- address (es) of author (s)
- telephone number (s) of author (s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. *Manuscripts should be sent to:*

Lynn Sarda, Editor *Perceptions*
Old Main Building, Rm 212
State University of New York
New Paltz, New York 12561

perceptions

A Publication of the ANYSEED

A Journal for Practitioners

SPRING 1997
Volume 31
Number 3

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Resources In Education

GOOD IDEAS, GOOD PRACTICE

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The advertisements and views expressed in *Perceptions* are not necessarily endorsed by the general membership or executive board of ANYSEED.

FROM THE EDITOR

by

Lynn Van Eseltine Sarda

The Spring 1997 issue of *Perceptions* brings together a collection of good ideas from school-based and college practitioners. High school special education teacher and part-time college instructor Frank Cutolo shares wonderful classroom management techniques that are well within the reach of many teachers. Professor Emeritus Charles Stokes presents sensible strategies for accommodating the wide range of reading abilities that may occur in the classroom. College member Andrew Beigel gives useful ideas for talking with parents. An elementary teacher and a college faculty member, Carolyn Platt and Shari Holmes Stokes, offer a model for collaborative teaching. Myrna Calabrese continues her regular column on Current Issues in NYS Special Education.

It has long been our belief that knowledge is to be gained and then to be shared. Such generosity of spirit is only sensible. Secreted works, non-collegial competitive behaviors, and exclusivity lead to a worried kind of malaise that benefits no one. We are so pleased to have those contributing to this and past issues do so with a generosity of spirit. Their ideas are communicated, available for inspiration, thought, and application. We appreciate their contributions to the profession.

We are happy to present the new ANYSEED logo in this issue of *Perceptions*. Designed by Diana Dantuono and Phyllis March, teachers at the Pilgrim Psychiatric Center, West Brentwood, New York, the logo represents:

> a child's intellectual, emotional, and spiritual growth ... developed to its fullest when the school, community, and family are united, providing a supportive structure in which our youth may grow and realize their full potential. This logo depicts ANYSEED as the foundation (tree trunk) which supports the three essential elements (branches) that are paramount to a child's educational development.
>
> *(excerpt from Diana Dantuono and Phyllis March)*

The new logo will appear in *Perceptions* and other ANYSEED materials. Thanks, Diana and Phyllis, for such a compelling logo.

Our summer issue of *Perceptions* will include a reading list of "good reads." If you have a book that you think is especially interesting for educators, please FAX a short description of it (along with your name, school, and phone) to me at 914-257-2883. We shall consider it for inclusion in our reading list.

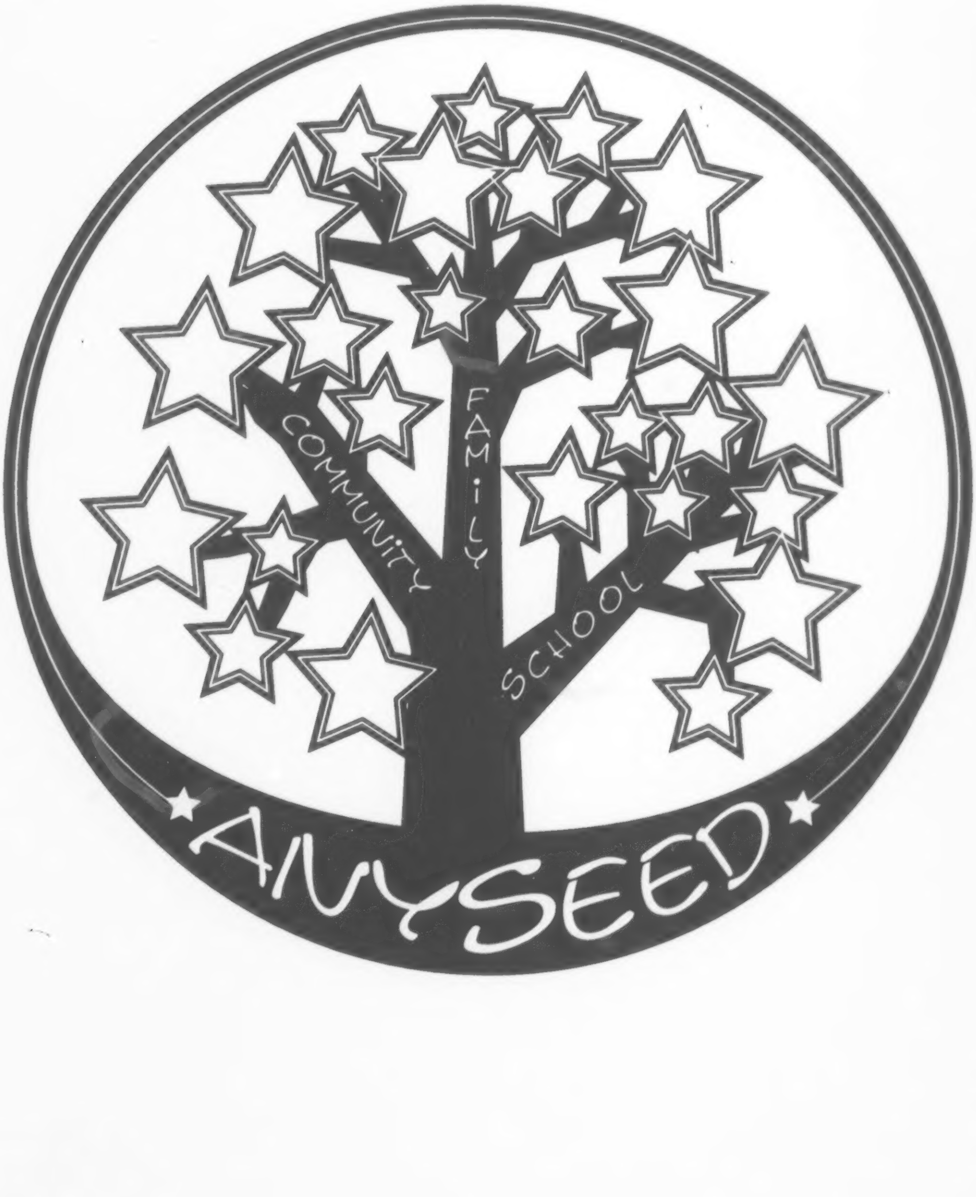
We are always looking for articles by practitioners for *Perceptions*. Please consider writing your "good ideas" and sending them to us for consideration. Knowledge is most beneficial when it is shared!

Lynn VanEseltine Sarda
Editor

NEW ANYSEED LOGO

Designed by

Diana Dantuono and Phyllis March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WHEN CLASSROOM AREN'T ENOUGH: 20 SUGGESTIONS FOR MORE EFFECTIVE CLASSROOM MANAGEMENT

by
Frank J. Cutolo

Frank J. Cutolo is a member of the faculty at Kingston High School, Kingston, NY, and the Educational Studies Department at the College at New Paltz, NY.

Many educators share the view that classroom management is a series of written rules and predictable consequences that will result in making the classroom conducive to learning; however, from my many years of teaching and administrative experiences, I can clearly see that this is not the case in many school situations.

The problem with this approach is that it is artificial and ultimately not the way the world responds. If we are truly preparing students for the real world, we need to re-think this premise. This premise also assumes that we have the time and ability to combine all desired behaviors in such a code of conduct. In many situations, an inordinate amount of time is spent on behavior management, resulting in a compromise to the actual ongoing instructional program.

Another assumption we tend to make is that students act inappropriately because "they have not learned to act appropriately." I personally disagree assuming that, except in a few isolated situations, students are aware of how they should act in the school setting. Students tend to "choose" not to act appropriately in a given situation.

Students need to be guided into appropriate classroom behavior. Allowing most non-critical situations to occur, and then guiding students into appropriate behavior, can ameliorate unnecessary confrontations between the teacher and student.

Any response to inappropriate student behavior that is used more than three times unsuccessfully probably doesn't work! If your response to a student getting out of his/her seat is a verbal reprimand, and the student continues to get of his/her seat, the verbal reprimand is unsuccessful. Don't fall into the pattern of continuing to use a response that doesn't work.

Traditional management techniques have focused on targeting specific behaviors of individual students and formulating a process to change the behavior. This approach assumes that the interaction is solely between the teacher and the student. I would suggest that, in the classroom setting, all interactions are between the teacher and the entire class. Even though a teacher may be interacting with a particular student, the entire class is involved observing the interaction that is taking place. My approach is to first utilize techniques that are "entire class" oriented instead of dealing solely with the individual student who is acting inappropriately. The following are my suggestions:

Non-Verbal First: Whenever a teacher makes a verbal response to a student, the possibility of retaliation is strengthened. Therefore, I initially suggest a non-verbal clue to the student to prompt the appropriate response.

Giving Directions: Many students have become accustomed to having directions repeated several times by their teachers. As a result, students learn that it is not necessary to listen the first time because they know that the directions will be repeated. I suggest that a teacher verbally give directions only one time. If students have difficulty with this at first, a non-verbal indicator, such as writing a page number on the blackboard, can be utilized in conjunction with the verbal command. After a period of time, students will become accustomed to the need to listen the first time. Teachers should not spend an inordinate amount of time giving the directions for an assignment. Many times, students are ready to begin but the prolonged instructions result in diminished student interest.

Location Patterning: For groups of students that have difficulty attending, I suggest that the teacher select a specific location to initially give directions. Subsequently, the teacher should move to that area whenever a direction needs to be given. Students will become used to focusing when the teacher moves toward that direction.

Initial and Ending Activity: When students enter a classroom, there needs to be a clear pattern of movement that culminates in an activity that will prepare the group to begin working immediately. If there are no initial expectations upon entering a classroom, the time becomes a "transition time" and management problems are more likely to occur. This also applies to the end of the instructional period. The teacher should structure the last five minutes of the instructional time to facilitate a smooth exit.

Distribution of Print Materials: I suggest that teachers personally walk around a classroom and distribute individually to each student any print materials that will be used during an instructional period. Although this takes a brief amount of time, it allows personal interaction with each student, as well as a legitimate vehicle for the teacher to monitor what is happening at each student's location.

Clear Traffic Patterns: Many classroom interruptions occur when the traffic patterns in a classroom are not clear. Have students keep the aisles and peripheral areas of the classroom clear of obstructions. When your classroom is empty, walk around the room using the patterns that students need to use, and be sure that each area is designed to facilitate easy access.

Interruptions: Good classroom management is demonstrated by a teacher being allowed to teach without interruption. Therefore, it is important to eliminate as many potential interruptions as possible. For instance, if a student's pencil breaks, pencil sharpening is a potential distraction. Have additional writing instruments and paper easily available to lessen the distractibility.

Calling on Students: In general, I believe that it is a management mistake to call on a student that you know is not following the lesson. I realize that this is common technique used by teachers, but the odds against it being an effective means to have students become more attentive are high. In addition, such a response becomes an interruption in the lesson for all of the students in the classroom. Call on students who appear to be ready to respond. If you notice that a student is not following, go over to the student and, as unobtrusively as possible, point to the appropriate place and call on this student next.

Monitoring from the Back of the Room: In many instances, standing in the back of the classroom, behind the students, can be an effective way of monitoring behavior and having students focus on a task. When the teacher is in the back, personal distraction is kept at a minimum and students will need to listen carefully. To monitor the behavior of a group that is unfamiliar to the teacher, sitting in back is often an effective technique.

Prioritizing Interventions: Teachers need to prioritize interventions based upon the relative seriousness of the behavior to the instructional process. Many times, a behavior that is not preventing the instructional process to continue should not be reacted to. When all behaviors are treated equally, students respond equally. This will make it difficult for the teacher to immediately gain control in an emergency situation, since this occurrence is viewed as "just another typical intervention."

Use of a "Tentative Tone": The use of a tentative tone in addressing students helps to prevent an immediate escalation to a confrontation. When questioning a student, open-ended sentences help to set a tentative tone. For example, instead of saying "Where is your homework?" a teacher might better say "Your homework is ..." This puts the responsibility of the response on the student and, in many cases, negating the need for the teacher to have to unnecessarily interrogate the student.

Behavior Monitoring Checklist: For a student that is having a difficult time attending classes and completing tasks, I suggest a simple behavior monitoring checklist. This checklist should include a space for a teacher response for each instructional period. For this technique to work most effectively, it should be presented to a student by a teacher and an administrator for a specific period of time. After that time period is over, a follow-up meeting should be held. I believe that all behavioral intervention like this should only be used for a specific period of time and then faded out for optimal success.

Administrative Interventions: When student behavior becomes serious enough for an administrative intervention, I suggest that the most effective response is a three-way meeting. An appointment should be made by the teacher with the administrator, with the teacher taking the predominant role during the meeting. In this way, the student will not view the situation as the teacher not being able to deal with problem. Instead, it will point out that, when behavior gets to this level, its impact goes beyond the classroom and therefore intervention beyond the classroom is necessary. I also suggest that, in most situations, the student should be present when you call a parent. In this way, the same approach is utilized and there will be less of a chance for unclear communication.

Assisting Students: In many instances, students will request assistance from a teacher when it is not necessary in order to gain attention. Many times this results in other students becoming jealous and subsequently using the initial technique to gain attention. When assisting a student, the teacher should be very brief and to the point, and then leave the student as soon as possible. If additional assistance is needed, a time should be set aside solely for this purpose.

Potential Conflict with Other Adults: In a classroom situation where there is more than one adult (teacher or assistant), the potential for conflict often arises. Initially, it should be made clear that all requests to leave the room, or other types of potential conflict areas, are only granted by the designated adult. In this way, the students cannot play the adults against each other.

Classroom Discussions: In order to minimize inappropriate behavior and difficulty in responding in classroom discussions, I suggest that students be given pieces of paper to write their response on. The teacher can then pose a question and ask students to respond on their piece of paper, requesting that they put their writing implement down when they are ready. The teacher can walk around and give assistance to any student who is in need of responding. Then, the teacher will be able to call on each student, knowing that there is a response on the paper. This eliminates the anxiety of being called upon and not having a response, which is the cause of many management problems.

Independent Seatwork: Teachers often become concerned with the problem of individual students completing work before others. From a management point of view, I suggest that the teacher structure the time for independent seatwork. For example, a class period could start with a group presentation with the seatwork following. In this way, an inordinate amount of extra time will not be present. Also, having the group paced so that there is a certain amount of questions completed during a five or ten-minute time period will also help the situation. The teacher also must circulate around the student area, continually monitoring the performance of the students.

Adult Interruptions: Just as young children tend to interrupt parents while they are on the phone or speaking with other adults, the classroom situation is not different! First, if another adult comes into the room, your conversation should be as brief as possible so that the students do not feel that the attention is being shifted from them. From a professional point of view, you should make it clear to other adults in the setting that you would like to keep interruptions at a minimum.

Physical Setup of the Classroom: Student behavior is shaped by the physical arrangement of the classroom. If you have had a disastrous management situation and would like to change the climate, I suggest changing the physical arrangement of the classroom. It has been my experience that, when students return to a newly-configured classroom on the next day, they sense that it will be a new start.

Teaching is a dynamic process and needs to be viewed in that way. Every day we must look at the situations that are occurring and then decide how we need to act or react to deal best with the particular circumstances. Adhering to management techniques that do not work will not resolve the problems.

IMPROVING STUDENT READING MUST BE LOCAL: MODEST SHIFTS IN TEACHER PRACTICE CAN SOLVE THE READING "PROBLEM"

by
Charles W. Stokes

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Lately, we have been deluged again with assertions that schools fail to teach many students how to read. Some students never read well (enough); others find the process so difficult that they never learn at all.

The criticisms are troublesome. Even more so are the data which signal serious, long-lasting problems: students designated as reading-impaired are most likely to drop out of school without graduating. Of those who graduate, less than 2% attend a four-year college. There is a high incidence of non-readers among youthful offenders confined in our prison systems.

We now have clear evidence that some children, perhaps as many as one in five, have hereditary problems involving nerve patterns and synapse connections which fail to process the printed word. These children presently require close and long-term attention by reading specialists if they are to improve. They labor over words, or sound out syllables but mispronounce them. Others say the words easily but fail to comprehend them.

For most, however, the problem has been diagnosed as insufficient exposure to language and reading. Here is where every subject teacher needs to do his/her part to help solve the "problem."

To begin, we must recognize that the often-repeated greater *exposure* to language and reading is not nearly enough. Our efforts must bear firmly in mind John Dewey's simple-sounding but very fundamental guide: "To live is to learn." Only as one *lives* an action, belief, or process does s/he learn that action, belief, or process - whether rollerblading, typing, doing algebra, adhering to a religious practice, or reading. Unfortunately, an almost universal teacher practice gets in the way for up to *one-half* of all students. As result of their textbook selection practice, teachers pass out textbooks which up to one-half of the students can't read well enough to learn from.

Pause for a minute and ask yourself what would we call doctors who give up to one-half of their patients medicines which don't and can't work ... or lawyers who give up to half of their clients bad advice?

Teachers must provide textbooks which reflect their students' level of comprehension. To improve reading skills, as Dewey pointed out, one must *live* that process. A student must gain the desired information, insight, or pleasure from material that is not too difficult, even if s/he must face (learn) "new" words from time to time.

Studies have shown that the average *adult* will stop reading, unless the subject is extremely and exceptionally important, if faced on the average with more than one unknown in each 100 words. Therein, for teachers, is a reliable practical guide to determine if textual materials are too difficult for certain students.

Meet alone, in turn, with a few students whom you know from a Binet-determined mental age; or other standardized test data, or whom (in your own judgment) may not read "well." Inform each one that you are trying to decide how readily students can learn from the text selected for class. Ask the student to turn to an approximately 100-word paragraph you have selected and read aloud at his/her own pace. If in doubt, ask him/her to read aloud a second "new" paragraph of approximately the same length.

Based on the adult standard mentioned above, you will be able to readily identify if they can benefit from reading assignments in the text, i.e., can/will they *live* the study/reading experience? (As each one reads, this is an excellent opportunity for you to *live* vicariously the frustration many students feel - subject by subject, grade by grade, year after year - from too-difficult texts.)

The reason for this troublesome situation is the customary practice by teachers and text selection committees to select a text for each subject on the basis of the subject content as well as the judged average reading level of the students. They overlook or ignore the broad range of reading comprehension in a typical grade.

For example, in a fifth grade, the distribution of reading levels will typically range from children reading at what is average for second grade, others at what is average for third grade, and others for what is average for fourth. Many will be reading what is average for sixth, seventh, and, yes, even eighth grade. If the selector of the text has been successful in finding a text geared to a particular average grade level, s/he needs to recognize that up to one-half of the class will have difficulty reading and, therefore, learning from that text. In no way can many students *live* the reading experience needed in that subject to be successful learners or to improve their reading ability.

It is not uncommon for schools to attempt to solve this problem by non-promotion, arranging students in sections by "ability", etc. These have unfortunate, negative, psychological results which often do more harm than good. The fundamental problem is not the students! It is the text selection process.

Each and every student should have in hand (or at very close access in the classroom) reading materials s/he can read, learn from, and thus be able to grow in reading ability. S/he needs to *live* the reading experience so that, on those rare occasions when s/he stumbles on what (for him/her) is unreadable, s/he can shrug it off and shift to other sources s/he readily reads from and, therefore, learns from.

What is to be done to begin to solve this hurtful selection process? Secure appropriate reading materials which less-able readers can learn from (and not be limited to the words from the mouth of the teacher, parent, or friend), and from which they can continually improve their reading skills as readily as can more intellectually adept individuals.

Certainly, cost is no problem. Thirty texts at varying levels of reading difficulty cost no more than thirty texts geared to the "average" reader. Yes, the teacher will need to shift a modest number of teaching techniques, such as giving assignments by topic rather than by page numbers, but that is not a serious problem. It is, perhaps, a better way to teach the availability of multiple sources of information.

Other good reading sources are the great library collections in school, town, county, and state libraries. Arrangements can be made for dozens of suitable source materials selected by the teacher and made available in the classroom each month or for each major topic change. Student librarians can be taught how to keep track of those materials. Don't forget the many devices now available in school offices to reproduce, make multiple copies, and easily change or correct material you have prepared ... not to ignore computers with their enormous memories to encourage you to prepare interactive materials for your subjects.

Meanwhile, what about the remaining students who, despite your efforts, are not showing evidence of reading growth? Check with the reading specialist in your school or teacher training institution, so you can be part of the solution for them, too. For example, you may be reminded that individuals with dyslexia have great difficulty memorizing words but often can readily learn by visualizing ideas, processes, etc. You can begin to include more opportunities for dramatic visualizations in your class. The possibilities are endless. Don't just read Portia's mercy speech from a text. Involve the students in an in-class presentation in which they not only give her speech but comment on modern applications.

Are you teaching reproduction in flowering plants? Ignore, for a time, the printed representation in the text in favor of bringing to class some large simple flowers and ask each student to dissect one or more. Arrange the parts on a large sheet of paper, label them, and state their function based on the text material or diagram.

Meanwhile, go back to the reading specialist and seek even better ways to teach all the students with due regard for improving their reading capability as well as mastering subjects.

Now, you are becoming more of a true teaching professional. Congratulations!

TALKING TO PARENTS

by
Andrew R. Beigel

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"Communication is the process of exchanging information and ideas" (Shames and Wiig, 1990, p. 32). The definition of communication implies a process that is active and involves at least two individuals. As teachers, we become adept at communicating with students; as adults, we are adept at communicating with our neighbors and friends, yet when we have to talk with parents, something else may happen. Teachers may lose their easy ability to make points clear and to respond to questions without being defensive. Parents, who are capable communicators in and of themselves, may find it difficult to ask questions that gain the information they desire. They may find it difficult to respond to questions from the teacher without defensiveness. (Rather than use "parent/guardian" throughout this paper, I am using the term "parent" alone to make the article read more easily.)

There can be numerous reasons for this communication gap or lack of rapport between teachers and parents. Teachers and parents may have different views of the same child. Differences in social or economic status can interfere with communication. Parents may associate bad memories or bad experiences with schools and/or teachers. It is the teacher's task to bridge that gap.

In order to do so, good listening skills are vital. Friend and Cook (1992) point out that the key to effective communication is listening. The development of good listening skills is not an easy task nor is it a skill to be taken for granted. It is effective listening that allows rapport to grow between parents and teachers, and the development of rapport will improve the quality of parent-teacher meetings.

Kroth (1985) states that there are two types of listening: passive listening and active listening. Passive listening allows the parents to express their views, fears, concerns, and support without an overwhelming interchange. Active listening takes on a more compelling character, as seen by an increase in comments and questions coming from the listener. Simpson (1990) points out that active listening can result in a well-developed rapport between the communicators. Both passive and active listening have a role and should be seen in all parent-teacher interactions.

Teachers demonstrate passive listening by maintaining eye contact, by assuming a relaxed and open body position and by concentrating on what is being said. Active listening is demonstrated through active participation in the conversation: asking questions for clarification, responding to questions, and validating parent statements where appropriate.

For communication to occur, the proper environment must be present. Teachers can do many things to create an environment in which effective listening and communication can occur. Kroth and Simpson (1977) specified several factors that can lead to an effective environment for communication.

First, be prepared. Review the child's materials and know what strengths the child has, as well as any points of concern. If the teacher expects to cover many points, creating an agenda is helpful. At this point, it is best to insure that the concerns are of significant merit to warrant a conference. Having conferences that do not deal with significant concerns and lead to possible solution sets will minimize the willingness of parents to interact with the teacher in the future, when indeed the concern may be most problematic. A significant concern to a teacher may be a learner's non-participation in the classroom. To a parent, this may seem like a trivial issue. Teachers must be able to explain how the behavior or concern to be discussed is impacting on the learner's educational progress. This makes it a significant concern.

Second, arrange for a non-public setting. The setting must convey professionalism, concern, and confidentiality. As many conferences between parents and teachers touch on difficult issues, the issue of privacy is vital. Parents will be more willing to listen if the environment is one that allows for confidentiality and an open exchange of information.

Third, have adult-sized furniture. It can be very demeaning to attend a conference as an adult and sit next to a teacher who is in his or her desk chair while you sit in a child's chair. This difficulty is one that is easily overcome by creating a feeling of equals, which is vital for the success of the meeting and leads to open communication in the future.

Fourth, maintain a natural and non-anxious bearing. Parents frequently expect the worst when meeting with teachers. This anxiety interferes with the parents hearing what the teacher is saying. Teachers can reduce the impact of these fears by being calm and natural.

Fifth, maintain eye contact. Maintaining eye contact shows the parent that you are interested in what is being said (Kroth and Simpson, 1977). Eye contact displays a desire to have an open and free exchange of information and ideas.

Sixth, the information presented to the parent must be objective and not personalized. The use of personalized language (e.g. Johnny is a bad boy in my class) leads the listeners to believe that all concerns are based on personal values of the teacher or a dislike of the learner and not the behavior of the learner. This leads parents to close off communication and stymies attempts to address what may be a serious concern.

Teachers must go beyond merely arranging the environment if they want effective interaction. Teachers must actively adopt a stance that communicates acceptance of the parents, yet maintains the learner as the focus of the discussion. Acceptance of the parents does not mean that the parents are right. Rather, it means that teachers recognize that the parent's views are legitimate and real (Simpson, 1990). To arrive at this condition, the teacher must be an empathetic listener. An empathetic stance is one in which the listener relates to the speaker's frame of life and experiences as if they were the listener's own. Being an empathetic listener is a difficult task, a task accomplished only with great diligence. Simpson (1990) says empathetic listening goes beyond an intellectual understanding to include an affective understanding of what the parents are encountering. Empathy is that perspective which allows the listener to accept and understand what is being heard, without placing a value on the message nor personalizing the message.

Beyond being empathetic and accepting, teachers can use specific strategies to enhance the communication process.

The use of questions to insure understanding is crucial. Communication is a process that involves an exchange of ideas, and ideas are exchanged through questions and answers to these questions. The use of sincere questions to generate parent responses is essential and vital (Friend and Cook, 1992).

There are two types of questions that can be of use: open-ended or closed-response. Open-ended questions allow the respondents to express their points of beliefs in a free-flowing manner. Closed-response questions are used to seek information or affirmation of data. The use of questions, especially early in the interaction, tells the parents that the teacher views the parents as equals. This sense of equality allows the parents to share their fears, concerns, and beliefs without fear of ridicule or, more importantly, without the apprehension of being ignored.

Another important communication process is that of paraphrasing. Paraphrasing is re-stating in your own words the message that you understand was presented. Paraphrasing what parents have said leads to three positive consequences. The first effect is to find common ground between the parents and the teachers. It leads to a consensus of what the message is and how it should be interpreted. A second dividend from paraphrasing is that it demonstrates to the parents that active and concerned listening is occurring, which encourages future communication. The third outcome is that it allows the parents to hear what they have said. This rehearing gives the parents the chance to be sure that the message they want to deliver is being delivered and understood.

The use of silence is important and yet difficult to implement. As Kroth (1980) says, teachers like to talk, and find silence to be very disquieting. This leads teachers to jump into a period of silence, thus destroying the time parents need to think or displaying a disregard of what parents are saying. However, silence communicates to parents that the teacher is listening and is concerned with what the parents are saying. Silence also communicates to the parents that they deserve and have the time to digest information and form responses. This goes a long way toward showing the parents that they are equals in the meeting, which leads to a solution set being found.

An important strategy for finalizing a conference is to concisely review what has been said and the decisions that were reached. This review takes the shape of a synopsis of what the teacher has heard and said, and a request for the parents to do the same. This provides all parties of the conference with a chance to examine what has been said and to make alterations as necessary. It also shows that the teacher is listening for understanding.

The importance of communicating well with parents cannot be underestimated. Teachers must remember that they and parents have different views of the same child. Only in combining the views of both parents and teachers can effective programs and effective educational practice take place for each and every learner in a classroom.

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CHECKLIST FOR PARENT CONFERENCES

The purpose of these questions is to help teachers prepare for parent conferences and then assess the conference after. The checklist can also be used as a set of tasks to do for the conference.

Pre-Conference Preparations for the Teacher

1. Have I reviewed the work and performance of the child completely? Do I have notes to refer to during the conference?
2. Do I have all the necessary objective information I need to present to the parents?
3. Have I created an agenda to keep the conference on task?
4. Have I prepared the environment so the conference is a meeting of equals:
   A. adult-sized chairs for all
   B. copies of materials for the parents are available and legible
   C. have I assured no interruptions to the best of my ability
   D. have I given the parents clear directions on how to get to the "office" and the name of the receptionist who will contact me in my room.
5. Have I prepared, in writing, any vital questions that I need answered before the conference?
6. Do I have paper and writing instruments for all parties attending the conference?

Post-Conference Analysis

1. Did I take notes to insure that I obtained the information that was needed and to use in summary at the end of the conference?
2. Did I share all the objective data with the parents, including providing them with written information at the end of the conference?
3. Was I able to respond positively to the parent's concerns?
4. Did I maintain a calm and professional demeanor:
   A. maintain eye contact
   B. ask the parents for explanations when I did not understand what they said
   C. summarize clearly and completely what was accomplished during the conference prior to the parents departure, insuring that all confusions were cleared up to the extent possible.
5. Have I prepared and sent to the parents a written summary of what was accomplished during the conference?

MAINSTREAMING THE SPECIAL EDUCATION TEACHER

by

Shari Holmes Stokes and Carolyn W. Platt

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As you read the following vignette imagine you are visiting an upper elementary classroom. Can you determine which student is receiving special education services?

> Carolyn, the classroom teacher, says, "Writer's Workshop will be early today because of the assembly. Dr. Stokes will join us in a few minutes." As students get out their writing folders Laura just sits there. When Carolyn says, "I'll meet with you right after Franco reads me his lead," Laura responds, "Thanks, but I want to wait for Dr. Stokes. I need to ask her a question." When the special education teacher walks in a few moments later, Laura asks her a question and then reads part of her revised piece. Meanwhile, the classroom teacher works with Anna and Martin who have had difficulty with their topic. They review the technique of mind mapping and they do one together.
>
> Later the teachers chat briefly. Carolyn tells Shari that Jim has been rehearsing with Carolyn and is ready to read his piece to the group at share time. Alerted, Shari makes sure she slips into a spot next to Jim when the class gathers for sharing. She quietly assists when he stumbles in his reading. The children share what they like about the piece and ask Jim some questions about it. When one child asks a question that is about to overwhelm Jim, Shari paraphrases it so Jim can understand and answer.

INTRODUCTION TO THE MODEL

Which of the children did you think might be a recipient of special education services? Which is a talented writer? It may have been apparent that Jim receives special education support for language arts. Laura does not. She happens to be a talented writer; yet on this day she received support from the special education teacher. Martin, too, is talented in putting his ideas on paper, while Anna receives special education services for writing and reading. Today Martin and Anna needed support and they both received it from the classroom teacher.

This is a model we developed for providing special education services in math and language arts to students in a self-contained general education classroom. In previous years these children received almost all their special education services in the resource room. Their needs did not change; the approach to meeting them did. As a special education teacher and a classroom teacher we work as a team with all the students. Two aspects of our teaming frequently surprise people. The first is that Shari, the special education teacher provides almost all of her service time in Carolyn's classroom. The second is that when we work together we are both available to all the children. The results are extraordinary.

This article describes the convictions that shape the model, how we implemented it, and presents answers to the questions people ask us about the model including what the critical variables for its success are and what benefits it provides to the students and the teachers involved.

CONVICTIONS WHICH SHAPE THE MODEL

We share these five convictions that shape our model of special education service delivery:

1. The best special education is good education. The best education for children with mild to moderate learn-

ing difficulties is neither special education nor regular education; rather, what students need is an integration of the two. This can be achieved by combining the expertise of the regular classroom teacher (curriculum and developmentally appropriate instructional strategies) and the special education teacher (modifying teaching strategies and learning tasks to match a child's needs and developing behavior change strategies). This combination creates successful learning experiences from which all students can benefit.

2. Regular opportunities to work individually or in a small group with a good teacher are crucial to creating successful experiences for students with learning disabilities. The teacher need not be a special education teacher if the regular and special education teachers integrate their expertise. In contrast to the traditional approach, this model allows shared expertise and enhances each teacher's opportunity to provide appropriate individual and small group experiences for students.

3. The traditional pull-out approach to providing special education is not emotionally appropriate for upper elementary children with mild to moderate learning difficulties. Pulling a student away from his/her peers for tutoring announces that this student is different and that his/her difference is based on "being someone who needs help." The pull-out approach not only runs the risk of diminishing the student's sense of self-worth, but does so publicly, among peers; moreover, separating a student from the group-particularly in upper elementary middle and high school classes runs counter to fulfilling the powerful pre-adolescent and adolescent need to be like one's peers and to belong.

4. In-class support makes good pedagogical sense. In-class support ensures that each student develops productive learning and coping strategies as part of the classroom curriculum. Skills are not taught or reinforced in isolation in another location, but rather in the context of the rich classroom learning environment where those skills need to be applied if the child is to ultimately be successful in a general education classroom.

5. In-class support maximizes the effect of the special education teacher. When the special education teacher works in the classroom, her skills of developing curriculum adaptations and behavior change strategies can be used for any child who might need them, whether or not that child has a formal plan of service.

DESCRIPTION OF THE MODEL

To illustrate our model, we will describe how we teamed for the autobiography unit of writers' workshop, but the model was the same when we taught math and would apply to teaming on any aspect of curriculum.

We were committed to collaborating on all phases of a unit: planning, implementation, evaluation.

Planning: We met before the start of the unit to discuss Carolyn's established objectives for the autobiography to see if they were appropriate for all the students. We emphasized some objective for specific students and added objectives for others. We looked over projected lessons and targeted certain children for support. Together we developed overall strategies and curriculum adjustments that would make it possible for every child to meet our high expectations. The message we wanted to give each child was: "This is important. You can do it. We are going to stick with you until you do it." (Thank you, Jon Saphier, Ed.D., of Research for Better Teaching in Carlisle, MA for providing us with these words.)

After our initial discussion we had four or five briefer meetings and a score of informal chats. We did not limit our discussions nor our "support" to those students on formal plans for service.

Two examples of the strategies we used in this unit were: 1) The choice of genre for certain children. Since autobiographies can be written in a variety of genres, we discussed which might be more helpful to particular children. We identified children who would benefit, for example, from the structure of a journal entry rather than a more open-ended approach such as first person narrative.

2) The utilization of specific tools. We taught all the children how mind mapping and timelines could be used when writing autobiographical pieces. We did this because all the students would benefit, not just those who had difficulty with organizational skills.

Throughout our planning we affirmed our commitment for children to receive individual or group support from either teacher while the other adult worked with the remaining students. This support or instruction could occur in the classroom, the hall, or in the resource room.

Implementation: This phase of our model can be likened to a dance. We worked from the basic steps of our objectives, yet moved with a flexible give and take to the "music" of the class. Within our partnership we took different roles.

1) Support During Class Instruction: Frequently writers' workshops began with a whole-class lesson. More often than not, Carolyn gave these, but sometimes Shari did. When Shari was not doing the presenting, she facilitated the activity by watching for confusion or attention lapses. If there was a problem Shari would act in one of several ways: Cue Carolyn, redirect the student's attention, tactfully add a point to the lesson, encourage a question, ask one herself or follow-up later with individual support.

2) Observer and Monitor: We used this form of our teaming - one of us as observer or monitor while the other taught - to benefit our work in three ways: the first was to observe student learning strategies. For example, one day Shari noticed that a student who had difficulty processing oral instructions never looked at Carolyn while she taught. The child and teachers developed an unobtrusive cueing system to establish the pattern of looking at the teacher during instructions. Another way we used the second pair of eyes was to catch a potential disruption, intervene and refocus those involved without breaking up the momentum of the instruction. The role of observer and monitor also created opportunities for us to do peer observation and learn from each other's teaching.

3) Team-Teacher: We team-taught many lessons. Shari- might act as a facilitator in a brainstorming session for writing effective introductions while Carolyn- wrote the ideas on a chart, or Carolyn- might give a mini-lesson on writing story leads and Shari- would read samples to exemplify the ideas.

4) Small Group Facilitator: We shared responsibility for facilitating small groups. These groups were not designed to separate children receiving special services from those who were not. Rather we temporarily grouped children to address a common need in their writing skills in general or specific spots in their writing pieces. We also lead groups in which children responded to each other's writing.

5) Individual Instructor: Every time Shari came to the classroom she touched bases in some way with each child who was on an individualized plan for special education services. Some days we targeted specific children for work with Shari, other times the students sought the support. Shari was not the only one who worked with these children nor did she only work with those children. Either of us might work one to one with a child who needed help. Sometimes we planned it. Often it was spontaneous; for example, one day a child who had been struggling with a piece made a breakthrough in revealing a character through dialogue. Shari gathered a group of students working on dialogue to share the effectiveness of the child's work. That child did not have a plan for special education services, but was happy to have the attention and support.

Evaluation: We collaborated on evaluation of any child for whom it seemed appropriate including all children receiving special education services. This means together we did parent-teacher conferences, report cards and reports of progress towards meeting goals on special education plans. We evaluated our work and that of the children's both formally and spontaneously. We scheduled weekly meetings, but equally productive were the conversations we had as Shari was leaving, at recess, and the one or two sentences between individual and group work with students. For the most part, evaluation was on-going. We continually asked what was going well and which changes we needed to make.

ANSWERS TO QUESTIONS FREQUENTLY ASKED ABOUT OUR MODEL

1) Can this approach be implemented in another system?

We believe the following variable must be in place for the approach to succeed:

1. The teachers need to agree on the overall objectives around which they center their teaming efforts and how they are going to work with the children.
2. Although their work is a team effort, the classroom teacher sets the parameters of routines, classroom rules and assignments while the special education teacher gives input on these matters relevant to students who have formal plans.
3. Each teacher needs to be open to learning from the other, to change methods and strategies, to try new approaches.
4. Both teachers need to be willing to share the students. They become "ours" rather than "mine" or "yours." The children's success is a joint responsibility.
5. Both teachers need to be committed to careful, joint planning, scheduling, evaluation and a lot of talk about individual students. At the same time, both teachers need to be flexible, open to spontaneous reactions and

re-directing which result from the dynamic interaction of two people working together as a team. This "dancing" involves some risk taking and the possibility of failing in front of a peer. It also creates trust and momentum to try new ideas.
6. Each teacher needs to support and encourage the other from the start of the relationship.
7. The special education teacher needs to commit to being visibly available to work with any child in the class. Simply transplanting the resource room to the classroom would defeat the purpose of this model.
8. The administration needs to be supportive of this concept and allow the teachers a high degree of autonomy.

2) How has the service model changed your work load?
Carolyn: The amount of time hasn't changed. Shari's time in the classroom doesn't mean "time out" for me. It frees me to give more individual attention to my students. What has changed is the quality of how I use my time-it has improved. A meeting with the special education teacher is no longer catch-up time to find out how students are doing in the resource room. Instead it involves sharing, mutual planning, evaluating. Shari and I probably talk more than we would if the students were "pulled out," but that is because we are so involved and enthusiastic, we can't help ourselves. And this has been true year after year of our work together.
Shari: To serve the students receiving services and be available to any child (and I think both are critical to the success of the model) I need to allow some extra time in my schedule. What has been interesting to me is that I haven't needed to allow as much time as I thought I would. I use my time more efficiently and effectively with this approach because I teach the skills in the classroom where they can be directly and immediately applied. The children see the relevancy; they seem to learn more readily. I can accomplish more in our time together. Also Carolyn can follow up during the class sessions when I am not there.

3) How has the model changed your teaching?
Carolyn: I have learned a lot from Shari. When I am getting nowhere with a child, Shari is there for support. She has affected my knowledge of special education, my instructional methods, my awareness of individual needs of children. She has inspired me to stretch myself both personally and professionally. Thanks to Shari I am assuming more responsibility for the teaching of special needs students. For example, I learned from Shari's example how to set up cueing systems with students to teach them to "self help" when their attention is breaking. This is something I now do as part of my repertoire. I have a direct effect on my students rather than sending them off to the resource room to be someone else's responsibility. I am replacing fear and frustration with greater confidence and enthusiasm. I also now see all children as having "special" or "individual" needs, and I am incorporating what I am learning into my consideration of the learning needs of all children.
Shari: I have learned so much from Carolyn about curriculum and teaching generally and about how one teaches "process writing" in particular. I have gained a whole-class perspective. While my strength is in being able to individualize a learning task, I am learning from Carolyn how to take an idea and make it come to life in an integrated unit for a whole class. While I am good at developing strategies to change the behavior of individual children, Carolyn is expert at managing the behavior of the entire class, and she does this principally through the kind of learning experiences she develops. I find I am constantly using what I have learned from Carolyn in my own work with children and in my consultation with other teachers.

4) What are the benefits for the children?
When students on educational plans see Shari working with all students, they do not feel different, singled out, and are open to receiving help. These children know the work they do with Shari in the classroom is relevant to their daily work and progress. They are not getting different material; rather, we support them in the actual work of their daily assignments. Also, because we are not working in an atypical learning environment we are both able to see clearly where and how students run into difficulty learning in the general education classroom. Our intervention, therefore, is more appropriate not to mention directly applicable to the "real life" of students.

We also found we could prevent the need for special education services because with our joint expertise we could effectively intervene early on before a problem required a formal plan of service.

All the children benefit by having two teachers available to them. The quality of our instruction is better because we share our expertise. In addition, the entire class develops an acceptance and appreciation of different ways of learning because everyone is receiving the support he or she needs.

5) Were there any unanticipated problems or benefits?
Shari: I would not say it was a problem, but I do know that working collaboratively requires me to loosen some of my control. I am no longer the only one who decides what will happen when I work with the children. Frequently when I walk into the classroom Carolyn tells me that what we had planned has to change, so I need to be flexible. While I have to grapple with the degree of vulnerability I feel, I also find that the joint decision making and fluidity of our "dance" are two of the exciting aspects of this model. So, what might be a problem, is also one of the benefits.
Carolyn: I never expected the range of benefits we have already described. Perhaps the most unanticipated one was the way all the students use Shari as a resource. The first time we realized this was about three weeks into the school year when a student (not one receiving special education services) approached us. Shari began to step away to allow him to speak to me, but he turned to her instead to ask about his writing.

Another unanticipated benefit is the opportunity for professional growth similar to that provided through peer coaching. We share our expertise. I have learned how to individualize and tailor learning tasks. Shari has become more sensitive to managing behavior within a large class, to creating meaningful learning experiences within the context of a large group of students.
Shari: I am so accustomed to thinking of my work as being directed at helping others, when I first asked Carolyn to team with me I never thought of how I would benefit from our teaming. But I certainly have. I have learned so much. Also, I don't feel so alone. Carolyn and I have a professional bond that grew out of learning together. The energy I gain from sharing and implementing ideas with a colleague is exhilarating.

LETTERS TO THE EDITOR

Letters published in Perceptions do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its publication. Considerations include space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of Perceptions.

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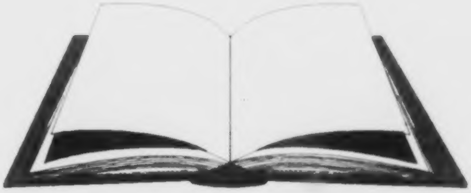

* * * NOTICE * * *

ANYSEED CHAPTER PRESIDENTS

We need to know the current officers in your chapter, activities that you are conducting, and ideas you have for other ANYSEED chapters! Please share such information by contacting:

Lynn Sarda, Editor, Mid-Hudson Teacher Center
OMB, Room 212, SUNY, New Paltz, NY 12561

CURRENT ISSUES IN NYS SPECIAL EDUCATION

by
Myrna Calabrese

In action taken during the 1996-1997 school year, the Board of Regents approved a number of amendments to the Part 200 Regulations of the Commissioner, two of which are summarized below.

1. The role of the Board of Education (BOE) in implementing a student's Individual Education Program (I.E.P.) amended sections 200.2, 200.4 and 200.5, effective November 12, 1996.

This amendment gives the local school board the right to question recommendations from the Committee on Special Education (CSE) and, if necessary, to obtain a second opinion from equally qualified professionals prior to arranging for special education programs and services, if the Board disagrees with the recommendations.

In this situation the Board may follow one of two available procedures. The first is to remand the recommendation to the CSE or subcommittee of the CSE, identify the concerns/objections, with a request for a timely review meeting of the Committee. This procedure may be repeated if there is continued disagreement.

The second procedural option is for the BOE to establish a second committee or subcommittee to develop a new recommendation for the student. If the Board disagrees with the new recommendation, it may again remand the new recomendation to the second CSE/subcommittee with a statement of its concerns and/or objections, request a timely meeting to review and revise the recommendation (s) in the I.E.P. document, and resubmit it to the board. There is no limit to the number of times the Board can remand the recommendation, provided that it arranges for the program and services developed in accordance with the student's I.E.P. in the following manner:

- within sixty (60) days of receiving parental consent to evaluate, if the student has not been previously identified as having a disability, or
- within sixty (60) days of referral for review of a student with a disabilty.

The exception is for a recommendation for placement in an approved in-state or out-of-state private school; in which case the CSE has sixty (60) days of receipt of parental consent to evaluate a student not previously classified, or sixty (60) days of referral for review to submit a recommendation to the BOE. The Board then has thirty (30) days to arrange for programs and services when in receipt of the CSE's recommendation.

The Board may not select the recommendation of the original CSE/subcommittee once it has established a second one.

2. The provision of specially designed reading instruction to students with disabilities by certified reading teachers, amended Section 200.6 of the Regulations of the Commissioner, effective May 2nd, 1997.

This amendment targets students who have significant reading difficulties that cannot be met through general reading programs. It is designed to improve access to quality individual or group reading instruction, as identified on a student's I.E.P. The amendment allows for flexibility in determining the appropriate provider of this instruction. Prohibiting reading teachers from providing reading instruction to students with disabilities is no longer acceptable.

Guidelines will be developed to assit staff in implementing this amendment, in a collaborative effort of the State Education Department, the New York Reading Association, and other relevant groups.

For further information regarding the above amendments, contact the Office for Special Education Services at (518)473-2878.

If you wish a copy of the amendments, please contact your local SETRC.

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See someone pull into the designated handicapped parking place, hop (or leap) out of their unmarked vehicle, and walk (or run) briskly into the building near which they are parked?

A PET PEEVE ...

When someone parks in a designated handicapped zone (their car has no sticker or permit, or the person driving a marked vehicle is not the individual with the disability) just to be closer to a building!

A THOUGHT ...

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A Journal for Practitioners

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perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

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FROM THE EDITOR

by Lynn VanEseltine Sarda

In this issue of *Perceptions*, you will find a Call For Presentations for the 1998 ANYSEED Conference to be held in Rochester on March 13-15, 1998. The theme of the conference is "Creating Successful Environments for Students with Emotional and Behavioral Disorders." The idea that an educator has the opportunity to create an environment is, indeed, a powerful one. Use of space, arrangement of furniture and materials, management of time and instruction, construction of an atmosphere and tone are all part of the environment a teacher can create. And to create an environment where each individual in that room can imagine and dream and belong and grow and produce and succeed is a hallmark of an extraordinary professional. Join with us for the 1998 ANYSEED Conference in this celebration of successful environments.

The 1997 ANYSEED Conference Recap is also part of this issue. Writing by conference co-chairpersons, Maureen Ingalls and Patricia Vacca, is accompanied by photos from the conference.

You will find the ANYSEED Constitution included for your review. One change is proposed for the constitution, and active members have the opportunity to vote on this change by completing and returning the check-off sheet as directed.

ANYSEED Board Meetings for 1997-1998 are scheduled as follows:

October 25, 1997
January 24, 1998
March 15, 1998

To confirm meeting places and dates, please call Maureen Ingalls at 716-372-4396.

On July 8, 1997, one of our *Perceptions* contributors, Charles W. Stokes, died at age 85. Charlie was a longtime friend and former professor of mine, an individual for whom I (and many others) had enormous respect. He was a true scholar and a gentle person; he was an incessant reader and indefatigable thinker. Through the near thirty years of our friendship, Charlie and his family became an important part of my life: sharing a love of music, gardening, quiet, and literature; sharing a passion for the environment; and sharing the profession of teaching. Charlie and his family saw me through the saddest of times, always lending support and strength when it had been most needed. At the Celebration of the Life of Charles W. Stokes, the following poem was printed in the program. It has, I believe, significance for all of us.

SUCCESS

To laugh often and love much;
To win the respect of intelligent persons and the affections of children;
To earn the approbation of honest critics and endure the betrayal of false friends;
To appreciate beauty; to find the best in others;
To give of one's self; to leave the world a bit better whether by a healthy child,
a garden patch, or a redeemed social condition;
To have played and laughed with enthusiasm and sung with exultation;
To know even one life has breathed easier because you have lived ----
This is to have succeeded.

Anon.

FROM THE PRESIDENT

The 1998 ANYSEED Conference is less than ten months away. Once again, an exciting and invigorating conference is in the planning phase.

The 1998 conference will have a focus for Special and Regular Education. This year the theme is: Creating Successful Environments for Students with Emotional and Behavioral Disorders... A Conference for Regular and Special Educators.

As we create successful environments for children, we must face the daily challenge of educating students with emotional and behavioral disabilities. It is important to continue to develop educational supports along with a caring environment for AA of our students.

As always, the ANYSEED organization is here to serve educators who work with students with emotional/behavioral disabilities. I look forward to another exciting year with ANYSEED. Please contact me at 716-372-4396 with any concerns or suggestions.

Enjoy the children and have a great school year.

Maureen Ingalls
ANYSEED President

Congratulations to the following award recipients recognized at the 1997 Conference in Syracuse on March 8th, 1997:

Ted Kurtz Teacher Achievement Award:
Robert Aiken
Stephen Kirsch
Ennis Cosby (posthumously)

Founders Award:
Charles Matkowski
Past President: Hildreth Rose

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WHEN CLASSROOM RULES AREN'T ENOUGH: 20 SUGGESTIONS FOR MORE EFFECTIVE CLASSROOM MANAGEMENT

by
Frank J. Cutolo

Frank J. Cutolo is a member of the faculty at Kingston High School, Kingston, NY, and the Educational Studies Department at The College at New Paltz, NY.

In many instances, teachers rely on classroom management techniques that simply do not work. This article will provide some concrete suggestions for alternative approaches dealing with specific classroom management situations.

Many educators share the view that classroom management is a series of written rules and predictable consequences that will result in making the classroom conducive to learning. However, from my many years of teaching and administrative experiences, I can clearly see that this is not the case in many school situations.

The problem with this approach is that it is artificial and ultimately not the way the world responds. If we are truly preparing students for the real world, we need to re-think this premise. This premise also assumes that we have the time and ability to combine all desired behaviors in such a code of conduct. In many situations, an inordinate amount of time is spent on behavior management, resulting in a compromise to the actual ongoing instructional program.

Another assumption that we tend to make is that students act inappropriately because "they have not learned to act appropriately." I personally disagree, assuming that (except in a few isolated situations) students are aware of how they should act in the school setting. Students tend to "choose" not to act appropriately in a given situation.

Students need to be guided into appropriate classroom behavior. Allowing most non-critical situations to occur, and then guiding students into appropriate behavior, can ameliorate unnecessary confrontations between the teacher and the student.

Any response to inappropriate student behavior that is used more than three times unsuccessfully probably doesn't work! If your response to a student getting out of a seat is a verbal reprimand, and the student continues to get out of the seat, the verbal reprimand is unsuccessful. Don't fall into the pattern of continuing to use a response that doesn't work.

Traditional management techniques have focused on targeting specific behaviors of individual students and formulating a process to change the behavior. This approach assumes that the interaction is solely between the teacher and the student. I would suggest that, in the classroom setting, all interactions are between the teacher and the entire class. Even though a teacher may be interacting with a particular student, the entire class is involved observing the interaction that is taking place. My approach is to first utilize techniques that are "entire-class-oriented" instead of solely dealing with the individual student who is acting inappropriately.

Non-Verbal First: Whenever a teacher makes a verbal response to a student, the possibility of retaliation is strengthened. Therefore, I initially suggest a non-verbal clue to the student to prompt the appropriate response.

Giving Directions: Many students have become accustomed to having directions repeated several times by their teachers. As a result, students learn that it is not necessary to listen the first time because they know that the directions will be repeated. I suggest that a teacher verbally give directions only one time. If students have difficulty with this at first, a non-verbal indicator, such as writing a page number of the blackboard, can be utilized in conjunction with the verbal command. After a period of time, students will become accustomed to the need to listen the first time. Teachers should not spend an inordinate amount of time giving the directions for an assignment. Many times, students are ready to begin but the prolonged instructions result in diminished student interest.

Use of a Student Name: Most students, as well as people in general, enjoy hearing their name. When a student is behaving inappropriately, in most cases the use of the student's name by the teacher gives undue attention to the student. I suggest using a student's name only when the student is acting appropriately. In other instances, clearly tell the student what is expected without using the name.

Location Patterning: For groups of students that have difficulty attending, I suggest that the teacher select a specific location to initially give directions. Subsequently, the teacher should move to that area whenever a direction needs to be given. Students will become used to focusing when the teacher moves toward that location.

Initial and Ending Activity: When students enter a classroom, there needs to be a clear pattern of movement that culminates in an activity that will prepare the group to begin working immediately. If there are no initial expectations upon entering a classroom, the time becomes a "transition time" and management problems are more likely to occur. This also applies to the end of the instructional period. The teacher should structure the last five minutes of the instructional time to facilitate a smooth exit.

Distribution of Print Materials: I suggest that teachers personally walk around a classroom and distribute individually to each student any print materials that will be used during an instructional period. Although this takes a brief amount of time, it allows personal interaction with each student, as well as a legitimate vehicle for the teacher to monitor what is happening at each student location.

Clear Traffic Patterns: Many classroom interruptions occur when the traffic patterns in a classroom are not clear. Have students keep the aisles and peripheral areas of the classroom clear of obstructions. When your classroom is empty, walk around the room using the patterns that students need to use, and be sure each area is designed to facilitate easy access.

Interruptions: Good classroom management is demonstrated by a teacher being allowed to teach without interruption. Therefore, it is important to eliminate as many potential interruptions as possible. For instance, if a student's pencil breaks, pencil sharpening is a potential distraction. Have additional writing instruments and paper easily available to lessen the distractibility.

Calling on Students: In general, I believe that it is a management mistake to call on a student that you know is not following the lesson. I realize that this is a common technique used by teachers, but the odds against it being an effective means to have students become more attentive is dubious. In addition, such a response becomes an interruption in the lesson for all of the students in the classroom. Call on students who appear to be ready to respond. If you notice that a student is not following, go over to the student and, as unobtrusively as possible, point to the appropriate place and then call on the student next.

Monitoring from the Back of the Room: In many instances, standing in back of the classroom behind the students can be an effective way of monitoring behavior and having students focus on a task. When the teacher is in the back, personal distraction is kept at a minimum, and students will need to listen carefully. To monitor the behavior of a group that is unfamiliar to the teacher, sitting in back is often an effective technique.

Prioritizing Interventions: Teachers need to prioritize interventions based upon the relative seriousness of the behavior to the instructional process. Many times a behavior that is not preventing the instructional process to continue should not be reacted to. When all behaviors are treated equally, students also treat them as equally. This will make it difficult for the teacher to immediately gain control in an emergency situation, if the emergency is viewed as "just another typical situation."

Use of a "Tentative Tone": The use of a tentative tone in addressing students helps to prevent an immediate escalation to a confrontation. When questioning a student, open-ended sentences help to set a tentative tone. For example, instead of saying "Where is your homework?" a teacher might better say "Your homework is ..." This puts the responsibility of the response on the student and, in many cases, negates the need for the teacher to have to unnecessarily interrogate the student.

Behavior Monitoring Checklist: For a student that is having a difficult time attending classes and completing tasks, I suggest a simple behavior monitoring checklist. This checklist should include a space for a teacher response for each instructional period. For this technique to work most effectively, it should be presented to a student by a teacher and an administrator, for a specific period of time. After that time period is over, a follow-up meeting should be held. I believe that all behavioral intervention like this should only be used for a specific period of time and then faded out for optimal success.

Administrative Interventions: When student behavior becomes serious enough for an administrative intervention, I suggest that the most effective response is a three-way meeting. An appointment should be made by the teacher with the administrator, with the teacher taking the predominant role during the meeting. In this way, the student will not view the situation as the teacher not being able to deal with the problem. Instead, it will point out that, when behavior gets to this level, its impact goes beyond the classroom and therefore intervention beyond the classroom is necessary. I also suggest that, in most situations, the student be present with you when you call a parent. In this way, the same approach is utilized and there will be less of a chance for unclear communication.

Assisting Students: In many instances, students will request assistance from a teacher when it is not necessary in order to gain attention. Many times, this results in other students becoming jealous and subsequently using the initial technique to gain attention. When assisting a student, the teacher should be very brief and to the point, and then leave the student as soon as possible. If additional assistance is needed, a time should be set aside solely for this purpose.

Potential Conflict with Other Adults: In a classroom situation where there is more than one adult (teacher or assistant), the potential for conflict often arises. Initially, it should be made clear that all requests to leave the room, or other types of potential conflict areas, are only granted by the designated adult. In this way, the students cannot play the adults against each other.

Classroom Discussions: In order to minimize inappropriate behavior and difficulty in responding in classroom discussions, I suggest that each student be given a piece of paper to write their response on. The teacher can then pose a question and ask each student to respond on the piece of paper, requesting that they put their writing implement down when they are ready. The teacher can walk around and give assistance to any student who is in need of responding. Then, the teacher will be able to call on each student, knowing that there will be a response on the paper. This eliminates the anxiety of being called upon and not having a response, which is the cause of many management problems.

Independent Seatwork: Teachers often become concerned with the problem of individual students completing work before others and what to do in this situation. Form a management point of view, I suggest that the teacher structure the time for independent seatwork. For example, a class period could start with a group presentation with the seatwork following. In this way, an inordinate amount of extra time will not be present. Also, having the group paced so that there is a certain amount of questions completed during a five- or ten-minute period, will also help in this situation. The teacher also must circulate around the student area continually monitoring the performance of the students.

Adult Interruptions: Just as young children tend to interrupt parents while they are on the phone or speaking with other adults, the classroom situation is not different. First, if another adult comes into the room, your conversation should be as brief as possible so that the students do not feel that the attention is being shifted from them. From a professional point of view, you should make it clear to other adults in the setting that you would like to keep interruptions at a minimum.

Physical Setup of the Classroom: Student behavior is shaped by the physical arrangement of the classroom. If you have had a disastrous management situation and would like to change the climate, I suggest changing the physical arrangement of the classroom. It has been my experience that, when students return to a newly-configured classroom on the next day, they sense that it will be a new start.

Teaching is a dynamic process and needs to be viewed in that way. Every day we must look at the situations that are occurring and then decide how we need to react to deal best with the particular circumstances. Adhering to management techniques that do not work will not resolve the problems.

TARGETED OBSERVATION: A DEVELOPMENTAL APPROACH TO IMPROVING SPECIAL EDUCATION

by
Clifford Bennett

Clifford Bennett is an adjunct in the School of Education, Dowling College, Oakdale, NY.

Most instruments used to evaluate special education instruction are generic; that is, they are used to rate a lesson taught by any teacher, in any subject, at any grade level. While this practice may be agreeable to the teachers' union, and easy for any supervisor to use, the emphasis is on global criteria rather than on the specific uniqueness of the discipline being evaluated. This procedure focuses on summative evaluation of the teacher, rather than on formative-developmental observation, supervision, and evaluation aimed at improving appropriate teaching-learning processes.

An Individualized Education Program (IEP) must be developed and implemented for each student (age 3-21) with a disability. According to PL 94-142, the IEP must state: a) the student's present performance levels; b) annual and short-term instructional objectives; c) the recommended special services and the extent of regular classroom participation; d) the projected date for initiation and anticipated duration of such services; and e) criteria, evaluation procedures, and schedules for determining the student's progress. This provides global information and a plan.

However, it is not sufficient to assure an effective, *achieved* individualized program. The IEP has to be translated into effective instructional strategies by the teacher. To assure that the emphasis and focus of instruction is personalized and working, a systematic feedback loop, similar to an annual review for the student, is needed to assist the teacher in determining effectiveness. A tailored observation-feedback form helps teacher and supervisors to zero in on what is happening in the classroom.

This article will illustrate the use of a targeted observation instrument designed to improve special education instruction as well as evaluate the lesson observed. Total teacher evaluation must include other criteria of professional responsibilities. These criteria (cooperation, professional growth, etc.) are behaviors teachers exhibit *outside* the classroom. An evaluation system for special education must reflect the distinctive nature of the teaching-learning process unique to it.

If we are to properly evaluate the effectiveness of special education instruction, we must examine the interface between teaching and learning as two separate but enmeshed dynamic processes. Teacher and student behaviors have to complement each other, like a couple that dances well together. This cycle of appropriate planning and instructional variation should be the focal point to effect maximum learning.

In order to effectively individualize instruction, teachers must modify the type and amount of instruction. According to Mercer (1997):

> Altering the type of instruction may involve putting reading passages on tape or teaching the student a strategy for writing a paragraph. Altering the amount of instruction entails providing more extensive teacher modeling of concepts, using elaborated feedback, or providing more independent practice.
>
> Individualized instruction refers to instruction that enables the student to work on appropriate tasks over time under conditions that motivate. This individualized approach does not imply that each student must be taught one-to-one. It does mean, however, that students receive daily instruction tailored to their educational needs. It can occur within various instructional arrangements, including seatwork, small groups, peer teaching, and large groups. The teacher matches the learner, the task, and the instructional interventions to ensure optimal student growth. (p. 229)

Special education strategies, and especially emerging philosophy, need to be understood by all teachers. A focus that highlights effective teaching will help "regular" education also. Mercer and Mercer (1993) write:

> During the 1980's, an increase occurred in empirically derived knowledge about effective instructional processes. Much of this research has yielded numerous strategies that are effective with low-achieving students (Christenson et.al. 1989, L.S. Fuches 1986, Lorrivee 1989, Rosenshine 1986). Moreover, the research in direct instruction, cooperative learning, and cognitive psychology demonstrates that low-achieving students can learn in heterogeneous groups. Garsten and Woodward (1990) note that if classroom teachers are provided with training and support to implement these techniques, fewer students may need pullout services if teachers learn new research-based instructional strategies that enable them to work effectively with low-achieving students in their classrooms. They may view mainstreaming or the Regular Education Initiative as feasible and useful. The success or failure of instructional programs or reforms depends on these attitudes, competence, and support of the classroom teachers. (p. 41)

Further, special education must have pronounced goals that clearly show the outcomes that will benefit each student. These goals indicate the objectives of ongoing instruction. I propose that these must be stated on the lesson plan and taken into consideration by the observer as well as the teacher.

> Polloway and Patton (1997) clearly state the importance of appropriate, properly-written goals Goals should be measurable, positive, student-oriented and relevant. Measurable goals provide a basis for evaluation. Statements should use precise, behavioral terms that denote action and can therefore be operationally defined (e.g., pronounce, write, or identify motorically) rather than vague, general language that confounds evaluation and observer agreement (e.g., know, understand, or appreciate).
>
> "Will correctly identify all initial consonant sounds" is more appropriate than the unmeasurable "will learn to read." Although goals continue to be commonly written in general fashion, such as "To improve ... skills" (Epstein, Polloway, Patton & Foley, 1989; Weisenfeld, 1986), such a format provides little information related to yearly expectations.
>
> Positive goals provide an appropriate direction for instruction. Avoiding negative goals creates an atmosphere that is helpful in communication with parents as well as in charting student progress. The goal "will learn to respond at appropriate time" gives the student something to strive for, as opposed to "will learn to keep mouth closed," which negatively emphasizes something to avoid.
>
> Goals should also be oriented to the student. Developing students' skills is the intent, and the only measure of effectiveness should be what is learned, not what is taught. Thus, "will verbally respond to questions with two-word phrases" is preferable to "will be given oral language readiness materials."
>
> Finally, goals must be relevant to the individual student's current and future needs. Unfortunately, research indicates that IEP's frequently do not meet this criteria. For example, goals for students with mild disabilities have been found to be limited just to academic focus, to one relative exclusion or underemphasis of social-emotional and communication skills at the elementary level (Epstein, Polloway, Patton & Foley, 1989), cover-vocational or socio-behavioral domains at the middle school level (McBridge & Forgone, 1985), and general behavioral concerns (Fielder & Knight, 1986). (pp. 49-50).

Special education teachers need objective, constructive, developmental feedback for how well they fuse IEP goals with their daily personalized instruction strategies. An observation tool entitled "Special Education Lesson Key Performance Indicators" will facilitate the improvement of special education instruction (see pp. 16-17). It is not, and should not be, used as a checklist. It is meant to promote feedback, discussion, coaching, and growth. This targeted instrument comprises four major categories that analyze the Start of the Lesson, Process, Content-Subject Matter, and Interpersonal Relations.

The beginning of the lesson is a transition period (10-20 seconds) to get the students' attention by engaging in small talk, discussing school, social, or sports events, anecdotes, etc. to gain their focus. The bonding is similar to a symphony conductor tapping the baton to gain attention *before* starting the score. After gaining involvement, the next key step is to create meaning (purpose) for the lesson, a mind set or picture of what is going to happen during the lesson. It is here that connections and relevance are established to make the learning meaningful. The teacher builds a bridge for the students to cross together. This effective introduction is a key element to the success of the lesson.

Beginning - Start

Bonding: Was there a transition to the Lesson, made to gain students' attention?
Effective Introduction: Was it made interesting and purposeful?
Anticipatory (Mind) Set: How was it established?
Objective(s): Were they made clear to students and IEP-related?
Relevance: Were connections made between the Lesson and Activities?

The next section focuses on the process (inputs) used to mesh the teaching-learning interactions. Focusing on instructional diversity, the list helps teacher and observer to "touch all the bases"; to be certain that all students are engaged meaningfully. Were these utilized? How many?

Process

- Clear modeling and instructions given to students
- Uses multi-learning modalities (sight, hearing, touch, rich sensory inputs)
- Questioning technique varied and purposeful
- Uses Wait Time (after a question, 3-5 seconds; time to think)
- Concrete to Abstract (known to unknown)
- Appropriate materials and resources utilized
- Makes students think and use skills
- Checks for understanding, frequently
- Involves all students actively in Lesson
- Utilizes American Sign Language (if applicable)
- Varies teaching methods to fit different learning styles
- Uses behavioral objectives
- Reinforces learning during the Lesson
- Uses students' strengths
- Individualizes instruction; how?
- Encourages effort
- Creative; Innovative in approach
- Effective use of time on task
- Engineers success for students
- Summation-Closure: Lesson is reinforced, reviewed, recite
- Independent practice provided
- Activates prior knowledge and skills
- Uses Feedback to make changes in teaching-learning process
- Helps students attend (time on task)

To help determine if the content (subject-skills-information) covered was appropriate (for age and cognitive developmental levels), the following applications are analyzed.

Content-Subject-Skills

Did the teacher:
- Demonstrate thorough command of subject or skill?
- Apply significance of subject (connections to real world)?
- Explain concepts simply?
- Use concrete examples and applications?
- Use developmentally-appropriate materials and skills (IEP-related)?
- Present a scope and sequence appropriate for time of lesson?
- Apply Bloom's "Stages of Learning"?

Since effective interpersonal relations are basic to and necessary for meaningful instruction, the performance indicators show how the personal qualities exhibited by the teacher show mastery in the following essential attitudes and behaviors.

Interpersonal Relations

- Reads students' needs; anticipates and provides support
- Is enthusiastic, energetic; makes learning fun
- Is caring, patient, good-humored
- Shows effective use of voice
- Accepts individual differences and diversity in class
- Is open, available; listens to students, verbally and non-verbally
- Promotes positive self-concept; encourages effort
- Communicates effectively, verbally and in written form
- Utilizes aides/paras effectively (classroom is a *team* of adults)
- Uses positive reinforcement and encouragement
- Encourages cooperation and collaboration among students and aides
- Develops social-life skills to promote successful living habits

Improving instruction should be the goal of teacher evaluation. The usual elements in the process are three distinct entities: observation, supervision, and evaluation:

The *observation* of a lesson/presentation should be as objective as possible and targeted with research-based rationale for what works. Further, it should take into consideration the goals of special education and mastery of process skills.

The *supervisor* is to provide coaching, support, and encouragement; a formative, developmental approach. It cannot be emphasized enough how important it is for the supervisor and mentor to provide clear, structured modeling.

Evaluation is the last step. It is here where all criteria and behaviors, inside and outside the classroom, are rated in a summary manner. The major factor to be considered in the summative evaluation should be the improvement of effective special education instruction. A specific, targeted developmental system, such as the Special Education Lesson Key Performance Indicators, will help with this objective, as it provides a structured vehicle for both mutual feedback and self-evaluation.

See forms on page 16 & 17

References:
Mercer, C.P. (1997), Students With Learning Disabilities, Upper Saddle River, Merrill
Mercer, C.D. and Mercer, A.R. (1993), Teaching Students With Learning Problems, Englewood Cliffs, Merrill
Polloway, E.A., Patton, J.R. (1997), Strategies For Teaching Learners With Special Needs, Upper Saddle River, Merrill

SPECIAL EDUCATION LESSON KEY PERFORMANCE INDICATORS

NAME____DATE_____________

Beginning-Start

	Satisfactory	Needs Improvement	Not Applicable
Transition-Bonding			
Effective Introduction			
Anticipatory (Mind) Set			
Objective(s) Made Clear			
Relevance, Connections Made			

Process

Provides Clear Modeling and Instructions			
Uses Multi-Learning Modalities			
Varies Questioning Technique			
Uses Wait Time			
Provides Concrete to Abstract Instruction			
Uses Appropriate Materials and Resources			
Makes Students Think			
Checks for Understanding			
Involves All Students			
Utilizes American Sign Language			
Varies Teaching Methods			
Addresses Specific Behavioral Objectives			
Reinforces Learning			
Uses Students' Strengths			
Individualizes Instruction			
Encourages Effort			
Demonstrates Creative, Innovative Preparation			
Uses Time on Task Effectively			
Engineers Success			
Solicits Summation-Closure from Students			
Provides Opportunity for Independent Practice			
Activates Prior Knowledge-Skills			
Provides Feedback Constructively			
Helps Students Attend to Activity			

SPECIAL EDUCATION LESSON KEY PERFORMANCE INDICATORS

NAME____DATE____________

Content-Subject

	Satisfactory	Needs Improvement	Not Applicable
Demonstrates Thorough Command of Subject			
Applies Significance of Subject (Connections)			
Explains Concepts			
Uses Concrete Examples and Applications			
Developmentally Appropriate -			
Meets IEP Goals Through Activities			
Plans Appropriate Scope and Sequence			
Applies Bloom's Stages of Learning			

Interpersonal Relations

Reads Students' Needs			
Is Enthusiastic, Energetic			
Is Caring, Patient, Good Humored			
Uses Voice Effectively			
Accepts Individual Differences			
Is Open, Available, Listener			
Promotes Positive Self-Concept			
Communicates Effectively			
Utilizes Aides-Paras Effectively			
Uses Positive Reinforcement			
Encourages Cooperation, Collaboration			
Develops Social-Life Skills			

Comments-Suggestions:

____

____

____

______________________ ______________________ ______________________

Teacher **Supervisor** **Date Discussed**

ANYSEED CONSTITUTION

Article I. Name

Section 1. The name of this organization shall be the Association of New York State Educators of the Emotionally Disturbed.

Section 2. Absolute Charter awarded by the New York Board of Regents on September 26, 1969. A Provisional Charter was awarded by the Board of Regents of the State of New York on January 26, 1968.

Article II. Purposes

Section 1. The primary purpose of the Association is as follows:

ANYSEED is organized for the purpose of enhancing knowledge and skill in the education of emotionally disturbed children. This is accomplished through annual state conferences, regional mini-conferences and periodic journals.

Section 2. Secondary purposes of the Association are:

A. Bring together in a New York State organization those persons engaged in, or interested in, the education of emotionally disturbed children.

B. Involve membership in identifying research and development, and sharing of programs and practices, within the classroom for emotionally disturbed children.

C. Establish liaison with, and communication among, other professional organizations and agencies working with emotionally disturbed children.

D. Encourage development of sound policies at local, state, and national levels to aid emotionally disturbed children.

E. Encourage improvement of standards of preparation of teachers of emotionally disturbed children.

F. Promote deeper understanding of emotionally disturbed children among teachers, supervisors, school administrators, and all who work with such children.

G. Foster understanding and acceptance of emotionally disturbed children and their educational needs among parents and lay people.

H. Sponsor an annual statewide conference and other such meetings as may be appropriate to promote the purposes of the organization.

Article III. Membership

Section 1. Membership shall be open to all individuals.

Section 2. There shall be five classes of membership: regular, chapter, student, retired, and honorary.

Section 3. All paid members shall have voting rights and shall be eligible to hold office and participate in all business of the chapter in which they hold membership.

Section 4. Honorary members may not vote or participate in the business of ANYSEED, but shall receive pertinent communications and information sent out by the state or local chapters.

Section 5. Students and retired members shall have all rights of regular membership.

Article IV. Meetings

Section 1. Professional and business meetings shall be held at times and places determined by the executive board.

Section 2. Business of ANYSEED may be transacted at any meeting, provided that thirty days advance notice of the meeting has been given.

Article V. Fiscal Year

Section 1. The fiscal year of ANYSEED shall be from August 1st to July 31st. The membership year shall be from September 1st until August 31st. Membership fees will be periodically reviewed by the executive board.

Article VI. Officers

Section 1. The officers of ANYSEED shall be President, President-Elect, Secretary, Membership Secretary, Journal Editor, and Treasurer, all of whom shall be regular members.

Section 2. The term of office shall be one year from July 1st to June 30th.

[PROPOSED CHANGE IS TO ELIMINATE SECTION 3 AS FOLLOWS]

Section 3. No one may be elected to the same office for a period exceeding two consecutive terms.

Section 4[3]. President-Elect shall succeed auto matically to the office of President at the end of a one-year term as President-Elect, or earlier should the office of President be vacated by reason of resignation or death. In such case, the President-Elect shall complete the unexpired term of the President, followed by a full one-year term in that office.

*Section 5*__*[4]*__. President-Elect, Secretary, Membership Secretary, Journal Editor, and Treasurer shall be elected annually during the fourth quarter of the fiscal year.

Article VII. The Executive Board

Section 1. The Executive Board shall consist of the current officers, the chairpersons of standing committees, and all past presidents of the association.

Section 2. The Executive Board shall meet at least four times a year.

Section 3. A majority of the elected officers shall constitute a quorum.

Section 4. The Executive Board shall have the responsibility of transacting the business of the organization.

Section 5. The President shall fill board vacancies until the next Executive Board meeting, at which time the Executive Board will act on the appointment.

Section 6. The Executive Board is authorized to appoint staff as, in the judgment of the Board, may be required.

Section 7. A report of the Executive Board shall be made at the annual meeting of the association by the Secretary.

Section 8. In order for dissolution to occur, two-thirds vote of all members in a given year and the unanimous vote of all Executive Board members attending a legally-constituted Executive Board meeting shall be required. In the event of dissolution of the corporation, the Executive Board or the Trustees shall transfer all remaining assets to the Special Olympics Fund for Handicapped Children in accordance with the procedures outlined in Section 501(c)(3) of the Internal Revenue Code of 1954 (as amended).

Article VIII. Committees

Section 1. Special committees may be appointed at any time by the President with the assistance, and subject to the approval, of the Executive Board.

Article IX. Amendments

Section 1. Amendments to the Constitution or the by-laws may be proposed by the Executive Board or by an individual regular member, provided s/he has the signatures of at least ten regular members.

Section 2. An affirmative vote of two-thirds of all regular members present and voting at an annual business meeting or, at the option of the Executive Board, responding to a mail ballot on the proposed amendment, shall be necessary for the adoption of any amendment.

Section 3. A copy of the amendment shall be sent to all regular members at least thirty days prior to any special or annual meeting as part of the call for the meeting.

****

PROPOSED CHANGES APPEAR ABOVE IN BOLD ITALICS:
1.) OMIT ARTICLE VI, SECTION 3.
2.) CHANGE NUMBERING:
ARTICLE VI, SECTION 4 BECOMES SECTION 3.
ARTICLE VI, SECTION 5 BECOMES SECTION 4.

****

Active members need to respond to proposed changes and mail response by September 30, 1997. to:

Janis Benfante
598 Concord Drive
Webster, NY 14580

__ I am an active member of ANYSEED.

__ I approve of proposed changes.
__ I do not approve of proposed changes.

Signature

ANYSEED AWARDS

The ANYSEED Executive Board has established, over the years, four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Board's intent that members of ANYSEED nominate award recipients. In keeping with this ideal, we will publish, within each issue of *Perceptions*, information concerning the process you should follow to nominate an individual or program for award consideration. The specific awards are:

CONRAD HECHT MEMORIAL FUND. This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, school, or agency. Guidelines for funds use are flexible, as long as a student or students benefit. Funding will not exceed $500 annually. Awards average in the $250 range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by January 15th, with awards made by April 1st. Executive Board action is required. Recipient reporting within *Perceptions* or at an annual conference is also required.

STEVEN J. APTER LEADERSHIP AWARD. The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter, an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, or commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

EVERETT KELLEY VOLUNTEERISM AWARD. This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD. Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

Nominations must be typed, submitted by January 15th, and include relevant items below:

a) Name of ANYSEED member making nomination, including address, and business and personal telephone numbers.

b) Name of specific award to be considered.

c) **If Recognition Award:** Information must include achievements, historical background, complete name and address of recipient, organization worked for and address, biographical sketch of individual, narrative rationale of why recognition should be given. Your letter of nomination with above information should not exceed two pages. Attach two brief letters of endorsement from other educators or professional affiliates to illustrate merit and/or program commitment.

d) **If Hecht Mini-Grant Funds** - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages.

Send nominations by January 15 to: Janis Benfante, 598 Concord Drive, Webster, New York 14580

1998 ANYSEED CONFERENCE

Serving Educators of Students with Emotional/Behavioral Disorders

Creating Successful Environments for Students with Emotional and Behavioral Disorders

A Conference for Regular and Special Educators

Rochester Thruway Marriott Hotel, Rochester, NY
March 13-15, 1998

CALL FOR PRESENTATIONS

WANTED:
Presentations by teachers, college and university faculty, administrators, researchers, psychologists, child care workers, counselors, social workers, and other persons involved with services and programs for students with emotional/behavioral disorders. Linkage/collaborative programs to support regular education teachers and administrators in their work for students with emotional/behavioral disorders will be a plus this year.

If you are interested in submitting a presentation for review, please send the following information:

- **two** completed Call for Presentation forms
- **two** copies of workshop description (100-150 words) to be included in the Conference Program (include full title, presenter(s) name(s) and title(s) and school program)
- **four** self-addressed, stamped, letter-sized envelopes

LIMIT: Four presenters. All presentations are to be 90 minutes in length.

Conference registration fee is waived for workshop presenters. Special sessions for a separate fee are not included in this waiver. Waiver applies to conference registration only; other costs (hotel, food, etc.) are the presenter's responsibility.

SUBMISSION DEADLINE: NOVEMBER 1, 1997

Return completed form and other required information to: Mary Kay Worth, Genesee Valley Central School-Angelica Campus, 21 East Main Street, Angelica, NY 14709
Phone: 716-466-7601 Fax: 716-466-3294 E-Mail: mworth@erie.wynric.org

WORKSHOP TITLE:______________________________
WORKSHOP PRESENTER(S):______________________________
Contact Person (Name, Address, Phone):______________________________

I would prefer to present on: __ Friday, March 13, 1998 or __ Saturday, March 14, 1998

We will try to accommodate your preference but cannot guarantee.

For Office Use Only:

__Accepted   __Returned for Completion   __ Denied

ANYSEED POSTER SESSIONS

Poster sessions present various types of information in a visually attractive manner. Posters can be made to illustrate a program, a particular teaching strategy, a classroom design or teaching material, a new innovative project, etc. The design should include any materials (photos, print, video) that help to illustrate the depth and breadth of the project. Handouts are given to participants that further explain the poster presentation. Posters will be placed on the table against a wall located in an identified poster session area.

The conference registration fee is waived for poster session presenters (maximum two waivers per poster presented). Special sessions for a special fee are not included in this waiver. Waiver applies to conference registration only, other costs (hotel, food, etc.) are the poster presenter's responsibility.

If you are interested in submitting a poster session for review, please send the following information:

1. Two copies of the poster description (100 word maximum) to be included in the conference program (include poster title, presenter's name, title and affiliation).
2. Two self-addressed, stamped, letter-size envelopes.
3. Preference date of Poster Session Presentation. ___ Friday, March 13th, 1998
   ___ Saturday, March 14th, 1998
4. All sessions are 90 minutes in length.

SUBMISSION DEADLINE: NOVEMBER 1ST, 1997

Return completed form and other required information to:

Dr. Robert Michael, Interim Dean
SUNY New Paltz School of Education
75 South Manheim Blvd. Suite 8
New Paltz, NY 12561-2442

Phone: 914-257-2800
Fax: 914-257-2799
E-Mail: MichaelR@NPVM. New Paltz. EDU

ANYSEED CONFERENCE RECAP

MARCH 1997

Did you miss the 1997 ANYSEED Conference this year? We hope not! The conference was held on March 7-9, 1997, at the Syracuse Marriott. The 32nd Annual Conference attracted over *400* individuals from New York State. Attendees included personnel from Division for Youth, Mental Health agencies, BOCES, public schools, Catholic schools, and colleges.

The conference title was *"Building Connections for Students with Emotional/Behavioral Disorders Through Technology, Early Intervention, and Community Resources."* Keynote speakers were: Dr. Nicholas Long, Dr. Willard Daggett, Ms. Diane Gossen, and Regent Bennett. All keynoters received rave reviews.

A new highlight this year was the entertainment provided by a singing group from Ithaca named "Vitamin L." This group of ten youngsters with lead singer, Jan Nigro, provided the audience with an inspirational, uplifting, positive message with songs like "Walk a Mile," "I Want to Get to Know You," and "Think of Yourself." Their music filled the room with a powerful message. Interested in ordering their cassette tapes? Write to:

Jan Nigro
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We would like to extend special thanks to the many collaborators and volunteers who made this year's Conference a success:

- Jim McDaniels (teacher) and two student helpers from Madison-Oneida BOCES
- CCBD
- Madison-Oneida SEALTA
- Northern SEALTA
- Southern Tier SEALTA
- and the following SETRCS:
  Madison-Oneida
  Onondaga-Cortland-Madison
  Herkimer-Steuben-Allegany
  Oneida-Hamilton, Fulton-Montgomery
  Oswego and Syracuse City

Mark your calendars! Next year's Conference will be held at the Rochester Thruway Marriott (Exit 46) on March 13-15, 1998. Spread the word!

Also, if you know anyone who would like to present, have them contact:
Mary Kay Worth (716-933-8246).

We look forward to your continued involvement with, and support of, ANYSEED.

Maureen Ingalls and Patricia Vacca

1997 ANYSEED CONFERENCE PHOTO RECAP

Bob Michael presenting flowers to Conference Co-chairpersons Maureen Ingalls and Patricia Vacca.

Tom McIntyre presenting at the conference.

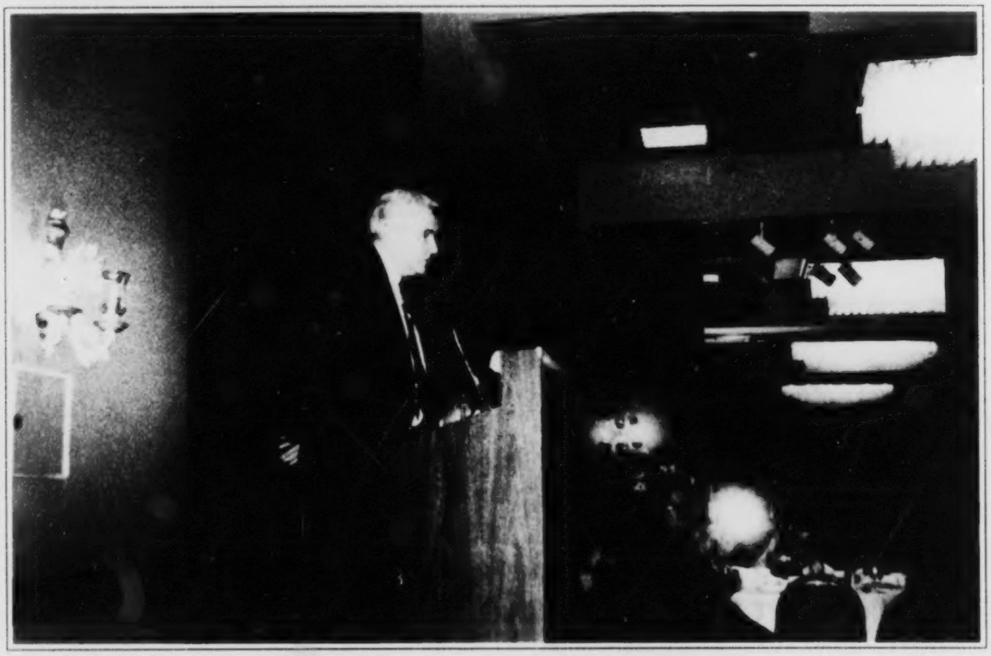
1997 ANYSEED CONFERENCE PHOTO RECAP

Award winner Audrey Powles with Mike Mead and Colleen Taggerty.

Bob Michael talking with a conference participant.

1997 ANYSEED CONFERENCE PHOTO RECAP

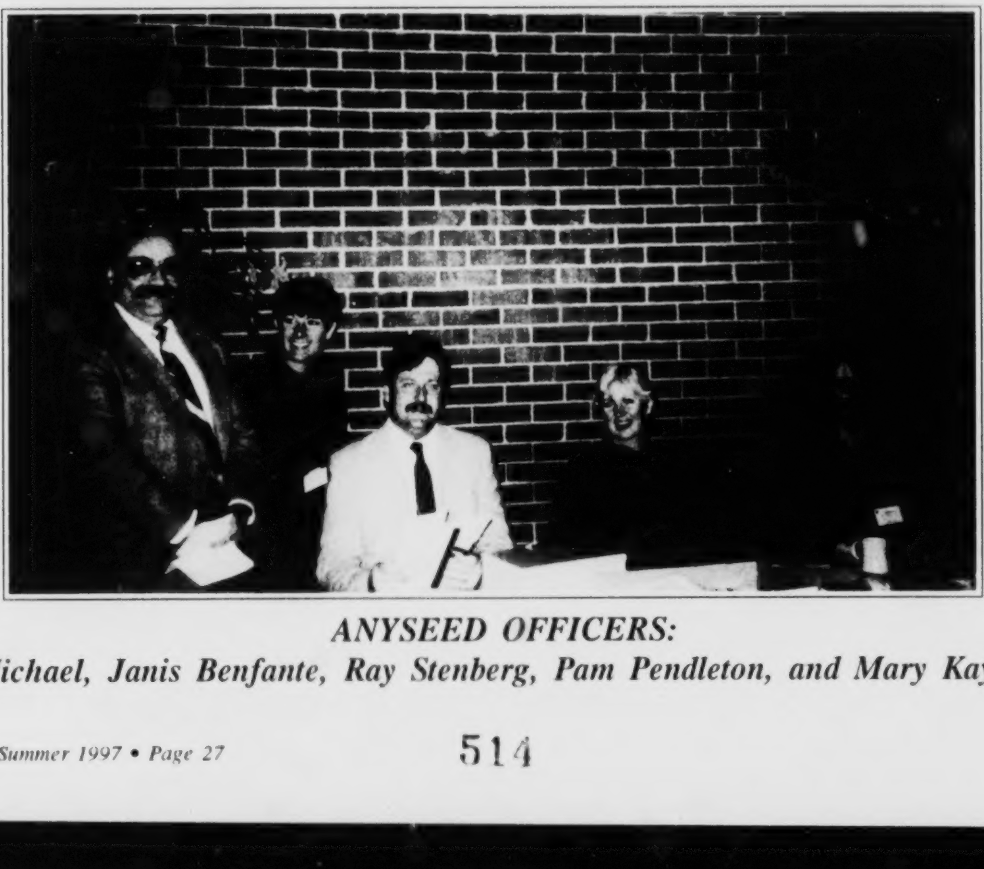
Presenters Greg Macalusco, Colleen Taggerty, Martin Henley, and Nick Long.



Keynoter Regent Robert Bennett.

1997 ANYSEED CONFERENCE PHOTO RECAP

Patricia Vacca and Mary Kay Worth at the conference check in table.



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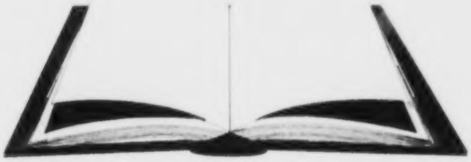

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STATEMENT OF PURPOSE

perceptions *is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.*

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Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8 1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

- title of article
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FROM THE EDITOR

by
Lynn VanEseltine Sarda

This fall issue of *Perceptions* includes articles that reflect the ever-increasing blend of special education and regular education issues and practices. The **need to know** continues to drive educators as they learn about current issues,study and conduct research, explore relationships between pre-service education/workplace practice/in-service education, and develop approaches that address the needs of students in dynamic and engaging ways.

To help us all expand our knowledge, we bring you the following articles:

- Myrna Calabrese's column, Current Issues in Special Education, looks at the reauthorization of IDEA.
- Ralph H. Ware shares a wonderful pre-service program that includes shadowing.
- Steve Clorfeine describes a storytelling project.
- Abbey Block Cash examines research on class size.

All of these topics cross the categories of special and regular education ... each with a body of knowledge and ideas that can improve instruction for any educator.

We hope you enjoy this autumn issue. We welcome your comments, suggestions, and letters.

****

Be sure to turn to the back of the journal for information about the 1998 ANYSEED Conference, being held this year in Rochester. Registration materials are included for your convenience.

****

CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a regular contributor to Perceptions in her column: Current Issues in Special Education. Currently serving as a SETRC trainer, Myrna's career has included work with students with disabilities and college teaching.

The Re-authorization of IDEA (Individuals with Disabilities Education Act)

The long-awaited action by the educational community and families of children with disabilities occurred on June 4, 1997, when President Clinton signed the Congressional bill that re-authorized the Individual with Disabilities Act.

The amendments to IDEA are extensive, so much so that only several will be highlighted at this time, but they are those that have the greatest impact on the special education process as implemented by local education agencies, specifically, the Committee on Special Education.

Looking at the more global aspect of the re-authorization, IDEA has moved beyond the mandate of student access to a free, appropriate, public education toward a very focused goal of improving student achievement and success in the general education curriculum. Included in this is the requirement of student participation in state and district assessment programs, with the availability of the necessary testing modifications. And for those students whose disabilities are so severe that they are unable to participate in the testing programs, alternate assessments must be developed and implemented by the year 2000. Starting on 7/1/98, districts must report publicly on the assessment performance of students with disabilities, including those who are participating in alternate assessments.

IDEA is calling for districts to scrutinize more closely their referral and classification procedures. It determines that a disability classification should not be given is the cause of the student's problem is a lack of instruction in reading or math, or if the student is limited-English-proficient.

Additionally, the method of funding states will change in approximately two years: from allocations based on the number of children with disabilities that are identified,to funding for states and local districts based on census data for children three to twenty-one years old (85%) and state's poverty rate (15%).

Regarding specific changes to be implemented in procedures in the development of the Individual Education Program, IDEA addresses several areas that will become effective 7/1/98 (please note that NYS had already implemented several of the new requirements, both in law and regulation, in previous years). A number of the changes follow:

- The membership of the IEP team must include a regular education teacher (if the student is, or may be, participating in regular education), at least one special education teacher, someone from the district who has knowledge of the general curriculum and availability of resources, and someone who can offer instructional implications based on evaluation results.

- The IEP document must contain a statement of how the student's disability affects the student's participation in the general curriculum; annual goals and short-term (benchmark) objectives to meet the student's needs in **general** education; documentation of special education services and supplementary aids and services that will be provided to help the student to reach annual goals and be involved in all aspects of regular education (including extracurricular/non-academic activities); an explanation of the extent to which the student will **not** participate with non-disabled peers, information on test modification; and a statement regarding why assessments may not be appropriate and how the student will be assessed.

- Transition service needs must be included for all students with a disability, beginning at age fourteen.

- A school district must obtain parental consent before any re-evaluation can be conducted; however, consent will not be necessary if the district can demonstrate that "reasonable" measures were taken to obtain consent and the parent did not respond.

- The IEP team must consider factors regarding behavioral interventions, language and communication needs, Braille instruction, and assistive technology.

In regard to procedural safeguards and due process rights, the following amendments became effective immediately:

- The state must offer voluntary mediation to the parent to resolve disputes.

- Disallows awarding attorneys' fees for IEP meetings and mediation prior to due process.

- Requires that the parents notify the district of their concerns and offer a proposed solution prior to due process.

- A district may use a "shorter" notice if it proposes or refuses to initiate or change the identification, evaluation, or educational placement of the student, and must include:
  - description of the action proposed or refused
  - explanation of why the action was proposed or refused
  - description of any other options considered and why they were rejected
  - description of each evaluation procedure, test, record, or report used as a basis for the proposed or refused action
  - statement that parents have protection under the law; how to obtain a copy of such; and sources for parents to obtain assistance in understanding IDEA.

Perhaps one of the most complex and difficult areas with which school personnel must deal, is the issue of disciplining students with disabilities. Only time will tell if the new amendments are making a more positive impact on both students and districts.

The amended discipline component of IDEA became effective immediately. Some of the requirements and options for school districts are:

- Allows school personnel to change a student's placement for disciplinary reasons up to ten days to an appropriate interim alternative setting, another setting, or suspension.
- School personnel may change a student's placement to an appropriate alternative educational setting, as determined by the IEP team, for up to forty-five days for a student who carries a weapon to school, or to a school function, or who knowingly possesses, uses, sells, or solicits illegal drugs at school or at a school function.
- Any student whose placement is changed for the above reasons requires the IEP team to meet to conduct a functional behavior assessment and implement a behavioral intervention plan.
- Students must be able to participate in the regular curriculum, receive services and modifications to meet IEP goals.
- Allows a hearing officer to order a change in placement to an appropriate interim alternative setting for not more than forty-five days if the hearing officer determines that the student's current placement is "substantially" likely to result in injury to the student or to others.
- For each student whose change of placement is ordered by the school or a hearing officer, the IEP team and other qualified personnel must determine the relationship between the student's disability and the behavior (manifestation determination).
- Parents may request an expedited hearing if they disagree with the manifestation determination.
- School district personnel may request an expedited hearing if they maintain that it's dangerous for the student to be in the current placement during the pendency of a due process hearing.

Many of the changes in IDEA will necessitate a review and revision of special education services that are provided by local education agencies. Subsequently, New York State will have to amend its laws and regulations to correlate with the federal requirements. Until those changes are completed, the mandates of IDEA take precedence over, and supercede, state and local requirements.

To obtain copies of the June 1997 state publication on the re-authorization, or to get further information or clarification about the content of IDEA, contact your local SETRC office.

THE SHADOW KNOWS: ENHANCING INSTRUCTIONAL UNDERSTANDING FOR PRE-SERVICE TEACHERS

by Ralph H. Ware

Ralph H. Ware is an Associate Professor of Education at Siena College, Loudonville, NY.

The Plot Thickens

Recent initiatives of the New York State Board of Regents and the New York State Education Department to strengthen the preparation of teachers for our schools suggest that more time be given to "on-site" and "field-experience" opportunities for pre-service teachers which are aligned more closely with what excellent teachers know and are able to do to meet the higher learning standards. Responses from colleges and universities have typically been to have students focus on the teaching behaviors of seasoned professionals (veteran teachers).

Recognizing that *more* is not always *better*, I began to search for a fresh approach which would not only integrate the best aspects of the required field experience (a component of each pre-service course in Siena College's approved teacher certification program) but also establish a more powerful insight into the realm of effective classroom instruction. A classic radio serial gave me the answer.

You may recall the wonderful dramatic programs which aired on radio for many years. One, *The Shadow*, was chillingly introduced by the voice of Orson Welles. Lamont Cranston (The Shadow) had the power to "cloud men's minds" so that his physical being became invisible. His focus was on the behaviors of the subject, and thus he could draw his sometimes startling - and most often correct - conclusions. To have my students record and draw conclusions from their observations of the **learning behaviors** of the students in the classes where they were doing their field experience would thus enable them to reflect upon more productive teaching behaviors in the classroom. In effect, they would become a "shadow" for a student during their field experience in schools.

The Setting and Characters

The idea for a shadow study was first integrated into the early field experience requirement in the course "Teaching and Learning in the Middle School." I had contacted the principal of a local middle school to work with me in securing appropriate field experience placements for the twenty-three students in my class. Although a few students opted for placements in other settings, most were placed at this host school site. The principal had carefully described our program to his teachers, and we actually had more supervising teachers than we needed.

Teachers had been informed that my students would be visiting their classrooms for a minimum of fifteen hours during the semester. During this time, the students would not only be engaged in typical "field experience" activities (as outlined in our *Manual*), but also spend a minimum of six hours in "shadow and inquiry." The guidelines for the "shadow and inquiry study" are consistent with an excellent description of this activity found in Stevenson (1992):

> *A useful framework for observing and documenting any individual's school life is to carry out a systematic observation and recording of the events in the subject's day. By steadily compiling an anecdotal account at short intervals, usually every five to ten minutes, a student's behavioral responses to events and activities can by itemized. A follow-up interview provides a chance to gather further information and to explore questions that may occur to the observer during the course of the observation. Once these two tasks have been accomplished, the observer synthesizes the information gathered and produces a summation of this single day in a student's school life.*

In short, my students would focus on answering the question, "What kind of schooling makes the most sense for them and to them?" Each of my students would be paired with a student from the host school for a typical school day. The student's specific behavior, context for the activity (environment), and any impressions, comments, or follow-up questions for the subject would be noted at 5-7 minute intervals. Students were asked to record this information on regular notebook paper, divided into the appropriate columns. Again, the focus was to be on what the **student** was **learning**, not on what the **teacher** was **teaching**. Each student in my class submitted an extensive summary of his/her experiences at the conclusion of the semester *(see the Guidelines at the end of the article).*

Understanding Children with Special Learning and Developmental Needs

Many of my students were fortunate enough to be in situations where they could shadow children who are in BOCES self-contained classrooms, in district-operated resource rooms, or in full-inclusion settings. Because their understandings are so profound, I would like to share some of them.

TJ observes, In my past field experiences, I have mostly observed teachers and their teaching skills and techniques. This field experience offered me a new opportunity to put myself in the shoes of a seventh-grader. The most startling discovery I made while shadowing "Joe" (a learning-disabled thirteen-year-old) was exactly how much time a middle-schooler can spend being totally unproductive. For example, it takes "Joe" more time to accomplish a task than the other students. Since he hadn't completed the diagram of the inside of a fish the day before, he was not allowed to begin the lab that day with the class. He was sent outside the classroom to finish the drawing. He spent almost half an hour completing a worksheet that the others had completed in five minutes. Not once did the teacher check his progress, as she was too busy making sure the dissections were going well. By the time "Joe" rejoined the class, the dissections were completed and the students were cleaning up". In the follow-up interview, TJ gained further insight about "Joe's" frustrations in school.

SE completed her field experience in a self-contained classroom for the socially and behaviorally disturbed. In her report, she noted the brightly-lit environment ("The room was alive with color, from the posters to the students' work"), the availability of computers, the varied curriculum, and the invitational manner of the teacher. Her logs reflected "Nathan's" attentiveness and willingness to work hard, although he has a short attention span and gets frustrated easily. "Nathan" was inquisitive; he seemed remarkably adept at using the computer. In SE's exit interview, "Nathan" commented on how he learns best when he can **do** things. SE noted how successful his teacher had been in molding instruction to match his learning interests and learning styles, and this experience has increased the likelihood that she will become a special education teacher.

A third student, JC, worked with the resource room teacher. As she states in her report, "It is here in this classroom that my love for adolescents and the middle school experience surfaced." Indeed, JC has returned a number of times (as have many others) to their field experience placement long after the requirement was met. JC was working with a teacher who was familiar with Gardner's theory of multiple intelligences, and thus had an opportunity to look at the instructional impact of this theory on an individual student.

MW, a second-career "returning student" in our certification program (and herself the mother on an autistic eight-year-old), shadowed a student in a class for students with emotional disturbances. Her logs reflect a new-found understanding about the "balancing act" between sensitivity and firmness which students need, and her experiences with "Tommy" (who was ADD) reveal high-level reflection as it will affect her as a teacher.

Key Questions

When my students begin to shadow a child in the school setting, I ask them to focus on some key questions to guide them in their observations. These include the following:

- How do adolescents learn? What interests (engages) them? What things appear to be "turn-offs"?
- How do they deal with problems?
- How do they react to their successes? Their mistakes?
- How do they get along with each other? Do they work well in cooperative learning groups? How do they relate to others in the cafeteria or gym?

Later on, as my students begin to reflect on what they have seen and noted (and heard from the students if they have conducted an interview following the shadowing), we begin to develop other kinds of questions, such as the following:

- How can I as a teacher provide for greater student participation in the classroom?
- How can I build on learner abilities and interests? (Stevenson calls this "responsive schooling.")
- How can I improve student access to developmen-

tally-appropriate classroom activities?

- How can I challenge all my students in meaningful ways and allow each to realize his/her own unique potential?
- How can I reflect a unique appreciation for the contributions all students can make to the classroom?

Multiple Benefits

Students in Siena's secondary certification program have benefited from the opportunities afforded by shadow study in the host schools where seasoned professionals have served as mentors in the highly complex and demanding process of learning to teach. By focusing for a period of time on student learning (rather than the teaching act itself), pre-service teachers and supervising teachers achieve higher levels of understanding of value learning principles and their application to the classroom. The outcome will be especially beneficial for those who teach children with special learning and developmental needs.

References

Carnegie Corporation (1989). *Turning Points: Preparing American youth for the 21st century.* Washington, DC: Carnegie Council on Adolescent Development.

Stevenson, C. (1992). *Teaching ten to fourteen year olds.* New York: Longman.

GUIDLINES:
LOOKING BACK ON YOUR FIELD EXPERIENCE: A TIME FOR REFLECTION
(A SUGGESTED FRAMEWORK FOR YOUR FIELD EXPERIENCE REPORT)

Your field experience is an exciting part of your professional preparation. After the field experience is completed, it is particularly useful to consider what you have learned and how you have grown from the experience.

The following outline is suggested as a framework for your report.

Introduction

In several paragraphs, describe the setting, teachers, students, and curriculum you encountered in your field experience.

Goals and Concerns

What were some of your personal goals and concerns as you did this experience? What did you hope to accomplish for yourself?

Insights

Identify and describe in detail the major highlights and understandings that you gained from this experience. Include here any insights gained from shadow and inquiry. What did you learn about teaching and learning in middle schools that would make you a more effective teacher, administrator, parent, or agent of change? How did these insights tie in or connect with topics we developed in class? Make reference to your logs and shadow inquiry/narratives, as appropriate.

Optional: Critical Event or Incident

Was there a single event or incident that stands out most during your field experience? Why does this stand out? What did you learn from this event?

Professional Impact

Considering your experience as a whole, what did you learn that has an impact on your future? In other words, reflect on the question, "How will my professional life be different as a result of this course and the field experience?

PLEASE BE SURE TO INCLUDE ALL LOGS, SHADOW NARRATIVES, INQUIRY RESPONSES, AND ANY APPROPRIATE ARTIFACTS. YOUR SUPERVISOR'S EVALUATIONS SHOULD ALSO BE APPENDED (IF THEY WERE NOT MAILED DIRECTLY TO DR. WARE). REPORTS AND SUPERVISOR'S EVALUATIONS ARE DUE ON TUESDAY, DECEMBER 9, 1997.

THE KEEPSAKE PROJECT: PERSONAL STORYTELLING AND AUTHENTIC LEARNING

by Steve Clorfeine

Steve Clorfeine is an actor, writer, and teacher. He lives in Wallkill, New York.

I've long been concerned with the relationship between stories, the imagination, and the dynamics of learning. In the artist-in-residence opportunities I've had over the past 12 years, I've presented and engaged in theatrical training with elementary school students throughout the country. Certain of my ideas derive from performances I've written and developed based on my own history, both real and imagined. One project in particular has stood out as a seed, a design for deepening and expanding the context of classroom learning.

It's called "The Keepsake Project." It begins with a suitcase of objects that I present in semi-dramatic form.

The objects range from family heirlooms (my father's 1924 baseball glove, my grandfather's prayer shawl, a studio photograph from Russia, my high school "varsity letter" from the Math Team) to collections of things (fabric, antique formal wear for children) to travel souvenirs (a belt from a Tibetan woman's apron, a fetish) to everyday objects with stories.

The objects contain stories, histories. They weave threads of family lineage, historical lineage, and personal history. They reveal the imagination and the personality. They evoke emotion, humor, inquisitiveness, scholarship. They stimulate conversation, a link to learning that is often left behind.

The next step in the process is to invite the children (third- through fifth-graders have worked on this) to find a keepsake of their own. There are guidelines for this: how it feels to hold and touch; how it makes you or someone else feel; how it can be shared; does it have a history; are there stories inside stories, doors inside doors.

Then the research. All the question words (which I work on in a play-exercise called "who, what, where, why, when, how"); every piece of information you can find out ("Call your grandmother"; "Look it up in the encyclopedia"; handle it; show it around to friends and family and get feedback; daydream about it in its original context; imagine yourself using it now or a character who might use it).

The first brave souls are the pioneers. They stand up in front and tell about their keepsake. I provide a context for critique which includes use of theater skills: voice, physicality, timing. Did the student communicate the presence and power of the object? Did we get enough historical and factual information? What questions could we ask that bring out something important that hasn't been spoken about? What is the nature of beginning, middle, and end in stories?

So the students model oral storytelling for each other. They are surprisingly generous and insightful in their peer exchanges. I approach it on a theatrical level which raises the ante in a positive way. It's backed up by theater exercises in stage presence, voice, movement, and gesture. We talk about the dynamics of theatrical presentation. I work with story maps that explore direction: linear and non-linear. That opens up an exciting glimpse into creativity altogether. This idea of the unknown, the discovery of challenge and curiosity within an ordinary telling, provokes further exploration.

I encourage the teachers to model something of their own for the children. That has the effect of grounding the project by empowering the teacher to continue in between sessions if he or she is motivated. The teacher can learn along with the students.

The fruition of the project has been a selected presentation of the keepsakes to other grades in the school and/or to the larger community. The Keepsake Project reaches across social and intellectual boundaries; it works as an equalizer among a classroom of students or in a whole grade level, giving children who don't score or lead a chance to shine. It can be used in many different ways: to contrast written and oral storytelling; in conjunction with social studies units with real and re-created artifacts; as an intergenerational dialogue with elders or a study in family history.

In the three years that I've been tracking this project in one elementary school, the feedback from teachers has been strongly encouraging. Teachers who have these students in years subsequent to the project report that the children are more open and confident, more receptive, and more willing to take risks in oral presentation. The teachers engaged in the project have developed parallel projects, offshoots, in other areas of their curriculum.

Most simply, The Keepsake Project demonstrates the power of oral telling, the old magic between listener and teller, and how that feeds authentic learning.

CLASS SIZE: A REFORM TO BE REVISITED

by Dr. Abbey Block Cash
Abbey Block Cash teaches at the State University of New York at New Paltz.

Introduction

The issue of class size (small and large), and its relation to achievement and behavior outcomes, has been a matter of acute concern and debate for teachers, parents, and policy makers involved with mainstreamed and special needs setting for many years. Despite the many inconsistencies in research findings, most teachers prefer to teach in small class sizes (Dixon, 1980) and consistently report that "their experiences in small classes are better" (Bozzomo, 1979, p. 50). Student achievement outcomes refer to cognitive gains as demonstrated through test scores in such subjects as reading and math. By contrast, non-academic effects include a wide range of behaviors occurring within classrooms; these variously manifest themselves as classroom interactions, student attitudes, and work processes such as student engagement or work displays.

Although may studies indicate that students learn better in smaller classes (Achilles & Lintz, 1992; Bourke, 1986; Bozzomo, 1978; Filby et al.,1980; Glass & Smith, 1978; Wright et al., 1978), there remains controversy and conflicting evidence that smaller class size is empirically linked to improved outcomes, both achievement and non-academic (Cacha, 1982; ERS, 1980; Odden, 1990; Robinson, 1990; Slavin, 1989). Even Glass & Smith (1978), in their landmark meta-analytical research on class size and achievement which supported small class size configurations, stated "The problem with class-size is the research. It is unclear. It has variously been seen as supporting larger classes, supporting smaller classes, and supporting nothing but the need for better research" (p. 1). At times, it appears that the magnitude of conflicting research has taken center stage itself, and does little more than discourage changes by obfuscating specific class size issues rather than offering clarification.

Controversy and Conflicts Associated with the Research

One of the areas of controversy pertains to the lack of researcher controls over potentially confounding variables which can invalidate the results. These include the inequality of teachers assigned to classes being compared with regard to teacher experience, ability, and training; the diverse abilities of students within classes; the type of instructional programs provided; and the available instructional resources (Cacha, 1982; Halloran, 1984; Wright et al., 1977). Other researchers point out that diverse definitions of what constitutes a small class as compared to a large one, or the existence of a narrow range distinguishing the two, also contribute to study findings which indicate small or inconsistent differences (McGiverin, Gilman & Tillitski, 1989; Slavin, 1989).

The research on class size has also been criticized for using statistical processes, such as meta-analysis, which are perceived to make bold, unjustified generalizations (ERS, 1980). In addition, many researchers recommend analyzing the impact of large and small classes over time, through longitudinal studies, in order to obtain more conclusive results (Cacha, 1982; Mayhew, 1983).

Class size research is often further confused by the question of the benefits of reduced class size relative to the calculated costs. An overwhelming majority of researchers, in the dozens of studies and reviews analyzed, mention class size reductions in relation to cost factors (e.g., Bains & Achilles, 1986; Dixon, 1980; Glass & Smith, 1979; Helmich & Wasem, 1985). According to Glass & Down (1979), "The ancient disagreement between teachers and administrators must be worked through the political process and the values it reflects. Who can predict whether it will ultimately be decided that the benefits are worth the price." (p. 22) To some degree, the concern that class size reduction, viewed through the economic lens, represents a potential burden for school districts is justified. States frequently mandate small class sizes as a means of improving student achievement without the necessary planning and provisions for adequate funds (Lane & Prickett, 1990). The mandate by the state of California in 1996 to reduce class size in a number of districts is a case in point.

Another factor related to problematic class size research is the apparent position supported by some school districts and researchers regarding study findings. In general, they seem to have predetermined that only research which shows dramatic and uncharacteristically large effects associated with small class sizes and non-academic behaviors will lead them to consider formidable class size reductions as a matter of school policy (Robinson, 1990; Slavin, 1989).

In light of these complexities in class size studies, it appears that new research designs need to be pioneered in the field which can help clarify and reframe existing findings, as well as uncover new perspectives. Bozzomo (1978), in his class size literature review, states "The major reason for a lack of consistent, hard evidence is that in educational research, the objects or the subjects of the experiments are human beings, not laboratory animals or lifeless objects," (p. 78) In response, several investigators interested in class size issues have suggested using qualitative research methodology, such as the case study approach (Filby et al, 1980; McGiverin, 1989). This rationale underlies the present comparative research study done between small and large classes.

The Study

This naturalistic case study examined the differences which occurred in 25 non-academic behaviors (classroom features) for students and teachers in small and large size sixth grade classes in two rural school districts. These features constituted three dimensions: student interactions (e.g., student questioning, socializing, teacher monitoring); student attitudes (e.g., student satisfaction, perception of class size); and student work processes (e.g., student engagement, equipment usage, noise levels).

The general question explored was: What differences occur in small and large size situations with regard to select classroom features which include student interactions, student attitudes, and student work processes, under matched conditions, and how are they valued by various stakeholders?

Four classes were studied, two in each district, over a period of six months from January through June, during different intervals of the day. The classes used for investigation in the small and large size settings were selected on the basis of their having an average of 18 and 28 students, respectively.

It was the intent of the research study to sensitively investigate the behaviors and perceptions generated by all of the major stakeholders including teachers, students, parents, and administrators, and to develop representative class portraits rather than isolated snapshots. Case study research is often based on multiple perspectives (Merriam, 1988), and these perspectives are often achieved through the triangulation of data. Such a method includes conducting interviews and observations as well as collecting site documentation and survey results. A total of 20 field observations were done in the two school districts. Interview data was collected from teachers (two in each district), students (four each), parents (four each), and administrators (One each). A total of 22 subjects generated 35 interviews which were between one and two hours in duration. In addition, a total 90 students participated in the "Class Size Study Questionnaire" consisting of 51 questions, which measured respondents' perceptions to the 25 non-academic classroom features based upon a three-point scale: A (Agree), D (Disagree), and U (Undecided).

Following the collection of the information, the painstaking task of data coordination commenced. The goal was to collapse the data, as rigorously and objectively as possible, in order that strands of evidence could emerge which would accurately and authentically depict life in small and large class settings. To this end, all interviews were transcribed and coded into classroom features and emerging categories. Observations, which were recorded through frequency counts, field notes, summary sheets, and comments, were also coded into categories. Survey results were analyzed using $\underline{t}$ scores, means, and standard deviation with significance being set at $p < .05$. Finally, the information was compiled by collapsing the results according to overall valence perceptions (high, average, and low). Data was evaluated for inclusion based on the preponderance of available evidence in connection with counter indicators.

Results and Implications for School Reform

The results of this case study comparison indicate that, while there were several similarities, differences existed in some non-academic behaviors between the small and large classes, many of which favored small class settings. More specifically, the findings which follow suggest that educators and policy makers should take seriously the idea that small classes contribute to providing improved educational experiences for all children.

Classroom Management and Discipline

Results indicated that non-academic behaviors related to classroom management and discipline were perceived to be different in small and large classes, in favor of the former. Classroom features such as noise levels, student misbehaviors, and teacher reprimands were considerably lower in small classes, and contributed to them operating more smoothly. In addition, student engagement within these rooms, along with teacher control, was higher and more easily achieved. It is likely, then, that most practitioners would select small size arrangements over large size classes based upon the study's comparison of profiles in the area of student discipline and decorum.

Other Non-Academic Behaviors

The efficiently-managed small classes, which revealed few misbehaviors and distractions, also appeared to be different than large arrangements with regard to other classroom features. Teachers in small classes provided more in-depth projects, offered increased student assignment choices, and used more diverse equipment than did their counterparts in large classes. In addition, teachers in small arrangements were seen as being more effective in meeting goals and delivering instruction than educators in large classes. Certainly, these differences represent benefits to educators who seek to bring quality instruction into their classrooms.

Perceptions of Small and Large Size Classes

Individuals in both large and small class settings were keenly aware of the size of the classes with which they were associated, and were sensitive to crowded and uncrowded conditions. They generally preferred classes which had low student populations, offered generous per pupil space, and whose size was "just right" to do almost any class activity. Generally, all stakeholders perceived classes within the 16 to 20 pupil range as small, whereas settings with 26 and 30 students or more were viewed as large. This finding locks in numbers for administrators and policy makers who might be tempted to disagree on definitions of small and large in order to accommodate budget concerns.

Subject Area Consideration

The study also revealed that certain subject areas, such as math, appeared to be less sensitive to class size; most students learning these disciplines could successfully be instructed within either small or large classes. In comparison, subjects such as language arts, which frequently involved project work, process writing, and alternate assessments, apparently suffered when student numbers were high. The finding that class sizes should be manipulated according to the subject matter or population being taught (e.g., special needs learners) is consistent with results of other researchers (Achilles, Nye, Zaharias & Fulton, 1993; Dixon, 1979).

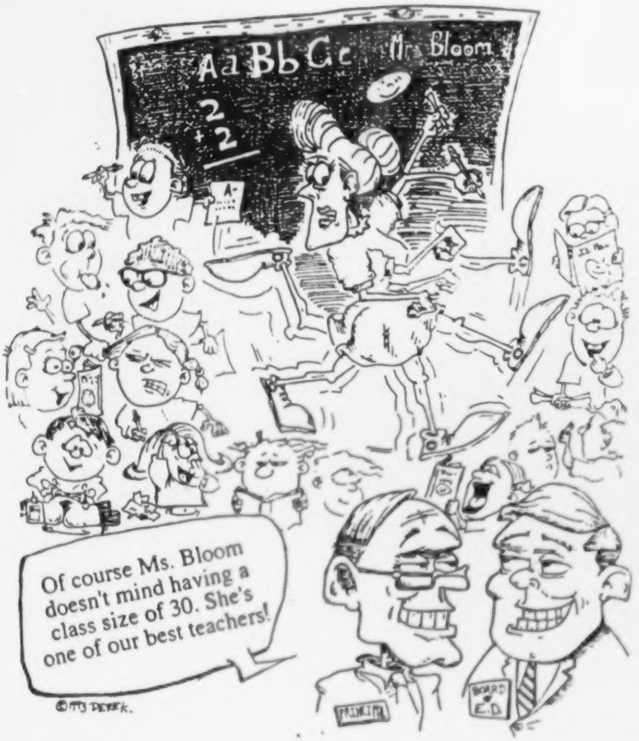
According to Achilles et al, (1993), "The notion of workload ('fairness' for each teacher) has encouraged administrators to assign approximately the same number of pupils to each teacher for 'regular' classes, regardless of pupil need or benefit" (p. 608). It is suggested that administrators interested in providing educationally sound and cost effective reforms investigate the possibility of establishing class size relative to the specific subject matter. As a result, it is feasible that future math classes might have an average of 28 students or more, whereas language arts or reading classes could have a comparatively smaller population of approximately 19 learners or less. It is also recommended that union concerns regarding parity be settled by assigning fewer teaching sections to those instructors with larger classes.

Educators might consider the manipulation of class size according to subject a ready solution to the inequity which some claim already exists among teachers of different subjects: teachers frequently complain about having disparate workloads because of the additional time it takes, for example, to grade written compositions or evaluate special needs populations, as compared to correcting finite math exams. Overall, it is likely that complications could be resolved, and the ensuing policies established regarding class sizes would advantage all concerned stakeholders.

Teaching Style

The comparative research also indicated that some teachers were willing and physically capable of meeting the needs of many students in large classes, mostly because of their teaching style and willingness to exert great energy. One of the teachers observed in the study was seen "running" and "leaping" around the room in order to meet the needs of her many learners. Other teachers, who were equally competent and motivated, settled into a state of tolerance, accepting certain student off-task behaviors by "taking it in their stride." Because of their "laid-back style," they sometimes made little effort to restore immediate class order, although this was achieved over time. This finding suggests that teacher temperament and style should also be matched when assigning class size situations to instructors.

Adequate evidence was supplied by teachers during the case study to suggest that individuals would be willing to work with large student populations in cer-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tain situations, depending upon available trade-offs. As in the area of subject matter fairness, equity could be assured by reducing the number of instructional periods for teachers working with large class sizes. The employment of less expensive Teacher Aides in rooms with large populations is another possible avenue to explore. Ultimately, such creative solutions might prove to be cost effective, educationally efficient arrangements for schools.

Results Favoring Large Class Sizes

The only classroom features which favored large size classes were teacher feedback and student cooperative help (student interactions). Teachers in large size settings focused on providing their students with an appropriate education by using compensatory strategies. The teachers made every effort to "reach out" to their students by affording them frequent compliments and feedback. Teachers in small size classes seemed less prone to do this, perhaps somewhat due to individual style or because there was less of a need. Teachers in large classes also frequently facilitated instruction by using cooperative learning groups and promoting cooperative help among learners. These strategies seemed to make instructional delivery easier by allowing students to help one another, partially in substitution of the teacher, who could not always be available. Visually, large classes using cooperative learning strategies appeared smaller, and teachers seemed to more easily manage students.

Conclusion

It is axiomatic that "Results of educational research **should** inform practice as a means to improve education" (Achilles et al., 1993, p. 607). However, the same researchers suggest that those involved in seeking new reform initiatives may "overlook" solid research in areas such as class size which indicates these approaches have been effective in creating schools that work well for children.

Based upon the present case study findings, it would seem pragmatic for school districts to re-evaluate their existing class size paradigms for all learners. Individuals who discount public school classrooms of 14, 18, and 20 students as being unrealistic need to re-think their perspective. Districts that desire to proceed cautiously might conduct a pilot study using small classes for certain subjects and teachers, in order to evaluate the benefits to a particular population. Reforms involving small classes are especially timely in view of emerging competition from private schools who routinely offer small size arrangements; such institutions may become increasingly more attractive to families if government vouchers become a reality.

Considering the evidence, class size reduction realistically represents a reform which should be revisited.

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Mary Beth has graciously agreed to move into a Keynoters spot for the 1998 ANYSEED Conference. A workshop presenter for a number of years, Mary Beth's trainings have been sought out because of the practical, applicable ideas that she gets into participants hands.

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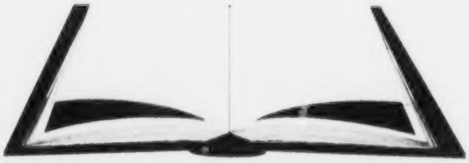
Harvey Silver

Mr. Silver comes to the 1998 ANYSEED Conference known for his work with learning styles. He has been a published member of the Hansen/Silver/Strong team well known throughout the country and working closely with the New York State Initiative for raising standards.



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The ANYSEED Executive Board has established, over the years, four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Board's intent that members of ANYSEED nominate award recipients. In keeping with this ideal, we will publish, within each issue of *Perceptions,* information concerning the process you should follow to nominate an individual or program for award consideration. The specific awards are:

CONRAD HECHT MEMORIAL FUND. This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, school, or agency. Guidelines for funds use are flexible, as long as a student or students benefit. Funding will not exceed $500 annually. Awards average in the $250 range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by January 15th, with awards made by April 1st. Executive Board action is required. Recipient reporting within *Perceptions* or at an annual conference is also required.

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Send nominations by January 15 to: Janis Benfante, 598 Concord Drive, Webster, New York 14580

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- Sunday Brunch

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SINGLE OCCUPANCY - $294 per person

PLAN C INCLUDES: TWO nights accommodations for Thursday, and Friday, plus:

- $10. Marriott Money (may be used in all shops, restaurants, and lounges)
- Friday and Saturday Lunch
- Friday Dinner

DOUBLE OCCUPANCY - $173 per person
SINGLE OCCUPANCY - $253 per person

IMPORTANT: The package must be purchased as offered! The Marriott will not accept any modifications of any kind to the above packages.

Reservations must be guaranteed by submitting the form below and a major credit card number to the Syracuse Marriott by February 27th, 1998. This is an absolute cutoff date after which you will not receive the special conference rate and will be charged at the current corporate rate. Include a **tax exempt form** with your registration ONLY if your organization is covering your ENTIRE payment with THEIR check.

Check-In After 4:00 P.M.

Clip and return form to address above. PLEASE PRINT CLEARLY or TYPE!

Credit Card #____________________ Signature:____________________

Exp. Date:__/__/__ Type: __VISA __MasterCard __Other:________ Date Arriving:________ Departing:________

Name:____________________ Street:____________________

City:____________ State:____________ ZIP:____________

Home Phone:(   )___-____ Work Phone:(   )___-____ Accommodation: __Single __Double ___Non-Smoking

Roommate:____________________ *Single rate applies if roommate not specified.*

Special Dietary:***Specify on separate sheet and mail in with form.

IMPORTANT: Send only one registration form per room! This form should have both roommates on it.

- **Are you registering for ANYSEED Hotel/Food Package: ___Yes ___No**
- **Are you registering for individual hotel nights without Hotel/Food Package: ___Yes ___No**

SPECIAL RATE VALID ONLY THROUGH FEBRUARY 27th, after which corporate rate applies.

Register Early!

COLLEGE COURSE INFORMATION

The ANYSEED Professional Development Division, in conjunction with the Annual Conference Committee and the School Of Education at SUNY, New Paltz, is pleased to announce the establishment of a three hour graduate course associated with the Annual ANYSEED Conference, March 13th-15th, 1998.

Course: 39593

Contemporary Issues and Problems in Working with Students with Emotional/Behavior Disorders

Description: This course is concerned with issues and problems related to working with students with emotional/behavior disorders, as identified in the conference sessions. In-depth analysis of major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required. This course is intended for persons who will assume responsibility for independent study work and who have demonstrated competencies in this area.

Among the general course requirements are:

1.) Attend the full Annual ANYSEED Conference.
2.) Attend class sessions scheduled for March 12th, at 8:30pm, and March 13th, at 4:30pm.
3.) Summarize and analyze each of the workshops and keynote presentations attended. The student is expected to attend a workshop for every scheduled session, as well as each keynote address.
4.) Read a minimum of 20 articles and/or books concerned with the themes of the Conference.
5.) Readings should be those that have been written, recommended, or suggested by workshop presenters. See handouts and bibliographies by presenters for further suggestions.
6.)Develop and implement a written project that summarizes and analyzes the information taken from the presentations and the literature. The written paper must evidence Conference proceedings, recommended readings, keynote addresses, workshop information and handouts, and general readings concerning behavior disorders through incorporation and citation within the text. The paper is also to include original classroom lesson designs that are based on strategies and techniques discussed and included within the ANYSEED Conference.
7.) Submit written report by July 13th, 1998; this course is listed under the Summer Session.

Detailed guidelines for course requirements will be distributed in the first class meeting.

••• ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS •••

To register for the conference and the three credit hour college credit course, send the items below to: Ms. Claudia Petersen, 9535 State Road, P.O. Box 247, Glenwood, New York 14069
1. One copy of the ANYSEED Conference Registration Form completely filled in for each course registrant.
2. A check for $525 to cover each course registration (payable to ANYSEED Prof. Development Div.)
3. Hotel/food costs are additional and optional. They are not included in above fees. However, meals may be purchased ala-carte
by filling in appropriate spaces on conference registration form or you may decide to purchase the hotel/meal package plan directly.
4. Remittances for course registration, conference registration, and any meal purchases may be combined into one check or money order.

CHECK YOUR REMITTANCE TO ASSURE ACCURACY

NOTICE – NOTICE – NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

Subscription requests will be accepted in any year to commence with the Fall issue. Non-members wishing to subscribe should complete the following form and return it with their remittance.

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TYPE OF SUBSCRIPTION:		Check Type
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HOW PAID:	Check Method
Individual Check	______
District Purchase Order	______
District/Organization Check	______

Total Amount Enclosed: __________

Return Remittance To: Janis Benfante,
598 Concord Drive, Webster, NY 14580

ADVERTISE

Advertisements

Advertisements in the journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	$75	$125	$200
1/2 Page	$125	$200	$350
Full Page	$200	$300	$500
2-1/4 x 3-1/2" boxed classified	$25	$50	$80

For additional information, please contact:

Ray Stenberg
2 Daisy Drive, Bohemia, NY 11716

ADVERTISE

MEMBERSHIP FORM

Association of New York State Educators of the Emotionally Disturbed

c/o Janis Benfante and Pam Pendleton,598 Concord Drive, Webster, NY 14580

ANYSEED Chartered by the Board of Regents

INSTRUCTIONS: Please complete and mail to the above address with a check for thirty dollars ($30 00), payable to "ANYSEED" as dues. Please select a local chapter affiliation by checking a box below.

PLEASE PRINT OR TYPE:

Name: _Ms _Miss _Mr _Mrs _Dr ____________________

Home Address

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Number Street Apt #

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City State Zip

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Telephone County

Check One: ☐ **New Member** ☐ **Renewal**

Work Address

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Your Position or Title

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School Institution or Agency

( ) ____________________
Telephone

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Street Address City

____
State Zip County

Please Check One Below *Charter Membership - I wish to become a member of

- ☐ NEW YORK CITY LOCAL CHAPTER
- ☐ ROCHESTER NEW YORK LOCAL CHAPTER
- ☐ ALBANY/CAPITAL DISTRICT LOCAL CHAPTER
- ☐ LONG ISLAND CHAPTER
- ☐ UTICA LOCAL CHAPTER
- ☐ WESTERN NEW YORK LOCAL CHAPTER
- ☐ SOUTHERN TIER LOCAL CHAPTER
- ☐ SYRACUSE LOCAL CHAPTER
- ☐ MID-HUDSON LOCAL CHAPTER
- ☐ MASS EDUC DIST CHILD

Please Find My Check For $30 00 Which Will Cover Both State and Local Dues

ASSOCIATION - Student or Retired - MEMBERSHIP

☐ I am a full-time student. Enclosed is my **$15.00** dues (This membership requires the counter-signature of your Department Chair) Select a local chapter affiliation by checking a box at the left.

☐ I am a retired teacher, paraprofessional, supervisor or administrator. Enclosed is my **$15.00** dues. Select a local chapter affiliation by checking a box at the left.

____
Signature of Department Chair

Contribution in addition to Membership Fee!

	AMOUNT
☐ Conrad Hecht Memorial Fund	______
☐ Steven Apter Fund	______

perceptions

VOLUME 32, NUMBER 1 FALL 1997

A Journal for Practitioners

**Serving Educators Of Students
With
Emotional/Behavioral Disorders**

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CONFERENCE REGISTRATION

33rd Annual
ANYSEED'S
COLLABORATIVE CONFERENCE PROGRAM

Volume 32, Number 2 — perceptions — JANUARY 1998

CONFERENCE EDITION

COMMUNITY
FAMILY
SCHOOL
ANYSEED

Creating Successful Environments for Students with Emotional/Behavioral Disorders

A Conference for Regular and Special Educators

March 13-15, 1998, Rochester Thruway Marriott

VanBockern, Hewitt, Silver, Hixson

COLLABORATIVE ORGANIZATIONS:

ANYSEED Serving Educators of Students with Emotional/Behavioral Disorders

Reclaiming Youth Collaborative

Special Education Administrative Leadership Training Academy (SEALTA)

Madison-Oneida Southern Tier Genesee Valley

Special Education Training Resource Centers (SETRC)

Oneida OCM BOCES Madison-Oneida Syracuse City Oswego Steuben-Allegany Broome-Tioga Genesee Valley S.C.T. BOCES Herkimer Hamilton-Fulton-Montgomery

New York State Council For Children With Behavior Disorders (CCBD)

Graduate College Credit SUNY New Paltz: *Conference and Course Registration Required*

A Message From This Year's Conference Chairperson …

WELCOME!

The 1998 33rd Annual **ANYSEED** Conference is unfolding!

Our theme this year, "**Creating Successful Environments for Students with Emotional and Behavioral Disorders**," was intentionally designed to engage regular and special educators. Historically, we have also attracted participation from community groups, agencies, and parents with a keen interest for the unique population of the emotionally challenged. As you browse the details of this year's conference program, you will note a powerful menu filled collectively with hundreds of years of experience with children. This makes for difficult choices for you as you plan your participation! We have four exceptional keynote speakers. (Those of you returning this year will note that Mary Beth Hewitt agreed to keynote for us this year. Her workshops have been very popular in the past!) Read more about **VanBockern, Hewitt, Silver,** and **Hixson** inside.

POSTER SESSIONS have been added this year. We hope you'll take the opportunity to chat with presenters in a face-to-face encounter and will consider presenting in a future conference. Remember, presenter conference fees are waived!

The complete Conference Program, including conference and hotel registration forms are enclosed within this booklet. Please note the differing registration rates and deadlines. Use one form for each person who is registering.

ANYSEED, in conjunction with its collaborative partners, is pleased to bring this outstanding conference to the educational community. ***See You There!***

Mary Kay Worth, *Conference Chairperson*
Phone: (716) 466-7601

COLLABORATIVE CONFERENCE KEYNOTE SPEAKERS

Dr. Steve Van Bockern is a Professor of Education at Augustana College in Sioux Falls, South Dakota. He has experience is a variety of school settings including elementary and secondary teaching and school administration. He is a consultant from programs in delinquency prevention and alternative schools for youth at risk in the U.S. and Canada. Steve is in senior training for the Life Space Crisis Intervention Institute. He is co-author of the nationally recognized book, *Reclaiming Youth at Risk, Our Hope for the Future*, and Vice President of a newly-created organization called Reclaiming Youth International.

Mary Beth Hewitt has been in the field of education for the past 22 years. She has worked with students from grades K-12 in public, special, and day treatment settings as both a teacher and administrator. For six years she has served as a principal for the Wayne-Finger Lakes BOCES program for the emotionally disabled. An active supporter of mainstreaming and inclusion, Ms. Hewitt has developed and implemented a series of training programs for both special and regular education staff members. Over the past four years, she has trained over 6,000 teachers, para-professionals, and mental health and support personnel in strategies and techniques to address the needs of difficult children.

Ms. Hewitt has a Certificate of Advanced Study in Educational Administration and a Master's degree in Special Education with a concentration in emotionally disabled students. She is a Senior Life Space Crisis Intervention trainer.

COLLABORATIVE CONFERENCE KEYNOTE SPEAKERS

Dr. Harvey Silver holds graduate degrees from Columbia University in Educational Administration. He is a former teacher and administrator on the secondary, elementary, and graduate school levels. Harvey has served as a consultant/teacher for ASCD, Rand Corporation, E.T.S., Phi Delta Kappa, and I.D.E.A.-Kettering, as well as a host of state departments of education and local school districts in the United States, Canada, and overseas.

He has recently been honored by the I.D.E.A. Administrator's Fellowship Program to participate in their 25th Anniversary Lecture Series, which selected the highest-rated speakers in their past 25 years to participate. Harvey has also served as the primary consultant to the Georgia Teacher Evaluation Program in developing their statewide critical thinking program. He is a member of the advisory board of the International Creative and Innovative Thinking Association.

With J. Robert Hanson, he authored *Learning Styles and Strategies, Teaching Styles and Strategies*, and a series of assessment instruments, as well as a series of teaching strategy manuals.

Judson Hixson holds a Bachelor's Degree in Psychology and a Master's in Educational Psychology from the University of Chicago, where he is currently a Ph.D. candidate in Educational Psychology and Administration. Mr. Hixson has experience in teaching at the elementary, secondary, and university levels, has served on the Boards for national and community organizations, and acted as consultant in a vast number of settings.

Currently, Mr. Hixson serves as a Senior Program Consultant for the North Central Regional Educational Laboratory (NCREL). His major responsibility is providing support and coordination for the schools in Chicago's Children's First initiative. For five years he also served as Senior Associate Director for the Midwest Regional Center for Drug-Free Schools and Communities.

In addition, Mr. Hixson is a Program Associate for the National Education Service, and co-founder of Beyond Rhetoric and Rainbows, Inc., a consulting group focusing on educational, community, and corporate development issues.

CONFERENCE DAILY SCHEDULES

Friday, March 13, 1998

7:00 am	Registration, Coffee, Exhibits
8:30 - 10:00	**General Session 1**
	Keynote Address: Dr. Steve VanBockern
10:00 - 10:30	*Break - Exhibits/Coffee/Muffins/Bagels/Pastry*
10:30 - Noon	**Workshop Session 1**
	Special Session 1.A. Follow-up - Dr. Steve VanBockern
12:15 pm	*Lunch*
1:15 - 2:45	**General Session 2**
	Keynote Address: Mary Beth Hewitt
2:45 - 3:15	*Break - Exhibits/Soft Drinks/Cookies*
3:15 - 4:45	**Workshop Session 2**
	Special Session 2.A. Follow-up - Mary Beth Hewitt
6:30	Reception/Cash Bar
7:00	*Dinner/Entertainment by Randolph Academy Steel Drum Band*
9:00	ANYSEED President's Reception - ANYSEED SUITE *(Non-alcoholic beverages and snacks provided)*

Saturday, March 14, 1998

7:00 am	Registration, Coffee, Exhibits
8:30 - 10:00	**General Session 3**
	Keynote Address: Dr. Harvey Silver
10:00 - 10:30	*Break - Exhibits/Coffee/Muffins/Bagels/Pastry*
10:30 - Noon	**Workshop Session 3**
	Special Session 3.A. Follow-up - Dr. Harvey Silver
12:15 pm	*Lunch*
1:15 - 2:45	**General Session 4**
	Keynote Address: Judson Hixson
2:45 - 3:15	*Break - Exhibits/Soft Drinks/Ice Cream*
3:15 - 4:45	**Workshop Session 4**
	Special Session 4.A. Follow-up - Judson Hixson
6:00	Reception/Cash Bar
6:30	*Annual Banquet and Awards*
9:00	ANYSEED President's Reception - ANYSEED SUITE *(Non-alcoholic beverages and snacks provided)*

Sunday, March 15, 1998

8:30 am	**ANNUAL ANYSEED BUSINESS MEETING**
9:15	**General Session 5** **Conference Wrap-Up**
10:00	*Brunch*

Collaborative Conference Program
FRIDAY
MARCH 13, 1998

General Session 1 **8:30 - 10:00 am**

Keynote Presentation

Reclaiming the Discouraged

Presented by: Dr. Steve VanBockern

Schools and youth agencies are encouraging greater numbers of alienated students whose lives are marked by damaged relationships, hopelessness, learned irresponsibilty and loss of purpose. Traditional approaches that attempt to deal with such discouragement are often self-defeating and inherently pessimistic. There are other ways to reclaim our most troubled and troubling youth. For thousands of years, American Indian cultures nourished respectful and courageous children without employing punitive discipline. For two centuries European youth work pioneers explored ways of tapping hidden potentials of even the most discouraged youth. Now, recent youth development research is revealing the essential elements in raising confident, caring children. Drawing on these resources, Dr. Van Bockern offers a philosophical foundation and related practical strategies for creating environments in which all young people can grow and flourish.

MOHAWK-ONEIDA-ONONDAGA-SENECA

10:00 - 10:30 am

EXHIBITS/COFFEE/DANISH

Don't miss the exhibit area!

Pick up drawing tickets for prizes and
a chance to win
an "Escape Weekend" at the Marriott!

PRE-ASSEMBLY COURTYARD

Register early!
Save dollars!

WORKSHOP SESSION 1
90-Minute Workshops

10:30 - Noon

1.A. SPECIAL SESSION FOLLOW-UP

The break-out session will allow the participants to further explore the ideas presented in the keynote. Discussion will focus on the themes of building belonging and mastery in the lives of young people. Questions and exchange of ideas will be encouraged.

Dr. Steve VanBockern, Professor of Education at Augustana College in Sioux Falls, South Dakota

CAYUGA

1.B. School-Community Collaborations: Creating Successful Environments for Children with Emotional/Behavioral Disorders

This workshop brings the perspective from the New York State Education Department. Mr. Bailey is the Coordinator for Business and Interagency Agreements. He is responsible for the coordination of interagency activities for youth and adults with disabilities and relationships with stakeholders for VESID. In this role he serves as chair of the State Tier III of the Coordinated Children's Services Initiative, and coordinates initiative of the Partners for Children collaboration and the New York State Task Force on School-Community Collaboration.

Douglass Bailey, NYSED

SALON A

1.C. Circle Time in the Primary Classroom

Circle Time is a powerful tool to enhance self-discipline and positive relationships. This presentation is based on the Jenny Mosley model used in England, Ireland, and throughout the United Kingdom. Goals of this technique are to establish positive relationships in the classroom, survival tactics for the teacher's self-esteem, while creating a safe and positive classroom atmosphere.

Joann Spencer, North Hornell School, Steuben-Allegany BOCES; Donna Giles, Day Treatment, Corning, NY

TREATY

1.D. Using Horticulture to Create Successful Environments

Gardens grow children! Gardens grow confidence, success, therapy, and rehabilitation. Horticulture therapy is a usable strategy for increasing confidence, reducing fears, and limiting frustration. Textbook theories come alive in the garden! Children can succeed in the garden who have been labeled failures in the Classroom; all have a chance for equal success and a positive experience.

Participants will learn how to transform the school from a collection of individuals into a community in tune. Activities, handouts, slide show, and lecture will enable participants to utilize horticulture therapy to create successful environments.

Deborah Brunjes, Horticulture Therapist Principal Intermediate Department, Orange-Ulster BOCES

SALON D

1.E. Wellness (Prevention) to Intervention: Utilizing a Strengths-Based Approach to All Services

This session is designed for parents, human service providers, school personnel, and policy makers. The panel presentation will illustrate the strength-based approach as it is incorporated within all of the Parent Education Program's Pyramid of Services ranging from wellness and prevention to intensive family preservation as it relates to children with emotional and behavioral disorders in families. PEP's coordination and relationship with other county, state, and federal initiatives will also be illustrated.

Tom Potter, Shirley Richards, Deborah Titus, Pamela Cochran-Well, Parent Education Program, Olean, NY

COUNCIL

EARLY BIRD
REGISTRATION
DEADLINE
JANUARY 23, 1998

1.F. L.D./E.D./B.D. ... Help Me! Suggestions for Team Teaching in Today's Classroom

This workshop will present a collaborative, team-teaching approach to classroom instruction. It will address such topics as multi-level student grouping, instructing various models of learning, adapting regular education curriculum to special education students, cross-curricular instruction, and classroom management issues. Benefits of a team-teaching approach for both students and teachers will be an additional area of discussion.

Concrete examples and practical solutions for dealing with problem areas will be presented by direct instruction of the workshop participants in a Social Studies/Geography lesson taught by presenters. (So brush up on your map work!)

Workshop participants with learning disabilities and/or behavior problems are welcome!

Deborah Nuzzo, MS, and Cheryle Hansen, MS, Special Education Teachers at the Astor Learning Center in Rhinebeck, NY

SALON C

1.G. Setting Limits Without Conflict

This workshop focuses on pro-active methods for setting limits without conflict, both in the classroom and other situations. Key concepts include developing an action plan before conflicts occur, strategies for limit setting, developing student competencies and motivation, and looking at the effects of student behavior on our own interventions. Turn conflict situations into opportunities for growth and positive change. Appropriate for teachers, parents, and other school staff.

B. Jill Kotharchyk, School Psychologist, Vollmer Elementary School, Rush-Henrietta School District, Rochester, NY

SALON B

Registration includes membership in ANYSEED through March 1999

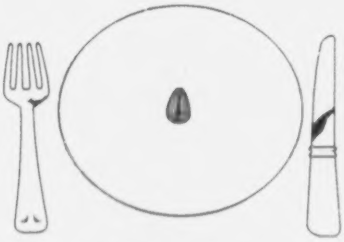
1.H. Art Displays: Creations by Emotionally Disturbed Students

This workshop will allow participants to share their students' art work with those in attendance. Art will be discussed and displayed, allowing teachers to talk and share ideas related to art and the ED BD student. Uses for students' art work which may enhance self-esteem and bring them a few dollars will be discussed. It is not necessary to bring art work to this session, but highly encouraged. Pre-conference contact is sought via mail to the address below to arrange for exhibiting your student(s)' work.

Karen Robinson, Special Education Teacher, Adolescent Psychiatric Unit, St. James Hospital, Hornell, NY 14843

SALON E

This session also appears as 2H on Friday and 3F on Saturday.



LUNCH
12:15 - 1:15 pm

General Session 2 **1:15 - 2:45 pm**

Keynote Presentation

Who's In Control?

Presented by: Mary Beth Hewitt

Inclusion of students with emotional disabilities is akin to creating a "blended family." As students interact with more adults there is often an increase in oppositional forms of behavior, as both regular and special education students test the limits of the new setting. These behaviors may include blatant challenges to adult authority, efforts to "split staff," frequent questioning of rules and cries of unfairness. This session will give staff insight into the roots of oppositional behavior and perspectives on why these behaviors make adults so uncomfortable. Most importantly, concrete suggestions for how to pro-actively and reactively address these challenging behaviors will be discussed and modeled.

MOHAWK-ONEIDA-ONONDAGA-SENECA

2:45 - 3:15 pm
BREAK BREAK BREAK

Don't miss the exhibit area! Pick up drawing tickets for prizes and a chance to win an "Escape Weekend" at the Marriott!

PRE-ASSEMBLY COURTYARD

WORKSHOP SESSION 2
90-Minute Workshops

3:15 - 4:45 pm

2.A. SPECIAL SESSION FOLLOW-UP

Ms. Hewitt will continue her presentation on the various forms of oppositional behaviors and suggestions to address them.

Mary Beth Hewitt, MS, Principal for the Wayne-Finger Lakes BOCES program for the emotionally disabled and Senior Life Space Crisis Intervention trainer.

CAYUGA

2.B. Fostering Responsible Behavior with a School-Wide Levels System

The Life Skills Learning Center (LSLC) utilizes a daily point system with 5 levels to monitor the behaviors of students with intense management needs. Each day, the students are active participants in tallying their points and determining the appropriate level. More importantly, they are involved in decisions regarding privileges and consequences for their behavior, and are able to transition away from using points to monitor behavior. The goal of the system is to create a safe learning environment for all of the students while teaching each student the criteria of responsible behavior. The system establishes consistent expectations in which students work toward and generalize these experiences outside of the classroom. This presentation provides participants with information about the development, refinement, and implementation of the LSLC behavior system while emphasizing the importance of student involvement. Discussion time will be allotted as to how participants may apply the system in their setting.

Sandra Chafouleas, Bob Welch, and Ruth Iles, Life Skills Learning Center, Madison-Oneida BOCES

TREATY

BEST COPY AVAILABLE

2.C. Moving from Collaboration to Integration: CCSI

The purpose, principles, and practices of the New York State Coordinated Children's Services Initiative (CCSI) will be the focus of this workshop. The project was initiated in 1993 with the goal of enhancing interagency collaboration toward the improvement of the service delivery system for children with emotional and behavioral challenges, at the local and state level. It specifically hoped to reduce the number of children placed in residential setting (including placements initiated by school districts, DSS, Family Court, and the mental health system) by developing a coordinated infrastructure of community-based services for this population and their families. Counties were to develop resources that built on the principles of the Individualized Care/Wraparound Intervention.

In the workshop participants will learn about the history of the project, a description of its structure, a review of its expected goals and outcomes, an orientation to the principles of the Individualized Care/Wraparound model and descriptions of its implementation in three counties.

Chuck Allan, MPA, Monroe County CCSI Coordinator; Evelyn Robbennolt-Jones, Wellsville Counseling Center and Allegany County CCSI Coordinator

SALON B

2.D. Techniques to Manage Aggressive Behavior and Promote Success

Educators, both in regular and special education settings, are increasingly concerned with the rise in aggressive behaviors in our schools. Many of these acting-out students are also cognitively limited due to a variety of medical or environmental causes.

This workshop will emphasize the role of the teacher as a change agent in managing the classroom environment: physically, academically, and emotionally. Additional topics to be discussed include evaluating student strengths using Gardiner's Multiple Intelligence Model; ways to arrange a classroom to promote success; materials and techniques to de-escalate students; and the use of the Therapeutic Crisis Intervention Model when dealing with aggressive behaviors.

Marguerite Flood, Director of Special Education; Diane Bailey, Special Education Teacher, and Mary Bloom, Speech and Hearing Teacher, all from Orange-Ulster BOCES, Goshen, NY

SALON C

2.F. Teaching Self-Control: A Curriculum for Responsible Behavior

Research in emotional intelligence has underscored the power of self-control to determine success in life. Self-control is comprised of twenty specific social skills including impulse control, stress management, group participation, social problem solving, and following school routines. Student ability in self-control is both observable and teachable. The purpose of this workshop is to provide a practical guide for teaching self-control to students in regular and special education classrooms. Utilizing self-control curriculum materials, participants in this hands-on workshop will assess student self-control skills and design activities to teach self-control to their students. This workshop is suitable for teachers of students of all age levels.

Martin Henley, Pegasus Center for Enabling Education, Westfield State College, and Joseph Enwright, Westfield Public School, both of Westfield, MA

SALON D

2.F. Balancing Behavior While Meeting the Challenge of Change: The Impact of Standards on Reluctant Learners

A workshop designed to help the participant recognize a student's behavior for what it is; recognize the impact of raising standards for behaviorally challenged students; and ways to alter students' thinking about themselves and their ability to meet the expectations. Included in this presentation will be: discussions about the conflict of student and adult belief systems; the differences between acting-up and acting-out students; how the conflict cycle develops when instructional systems change but belief systems don't; and ways to make a difference.

Donna Ritter, CHOICES Trainer,
Wayne-Finger Lakes BOCES, NY

SALON A

Register Early! Save Dollars!

2.G. Taming Aggressive Behavior Artfully (TABA)

Managing aggressive behavior is an art and a science. Why not use arts and crafts to promote competence, self-esteem, creativity, cooperation, and selfhood?

This workshop is designed to motivate even the most reluctant novice. Participants will complete three projects designed for special or regular education students (ranging from primary to secondary skills). Each workshop participant will receive a booklet describing more activities to be used in the classroom. A list of sources to purchase supplies will be included. The booklet will also include suggestions for uses of recycled materials.

Rose Tallon, Special Education Teacher, and Susan Spotswood, Teacher Assistant in Special Education, both from BOCES Day Treatment, St. Lawrence Psychiatric Center, Ogdensburg, NY

COUNCIL

2.H. Art Displays: Creations by Emotionally Disturbed Students

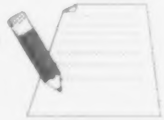
This workshop will allow participants to share their students' art work with those in attendance. Art will be discussed and displayed, allowing teachers to talk and share ideas related to art and the ED/BD student. Uses for students' art work which may enhance self-esteem and bring them a few dollars will be discussed. It is not necessary to bring art work to this session, but highly encouraged. Pre-conference contact is sought via mail to the address below to arrange for exhibiting your student(s)' work.

Karen Robinson, Special Education Teacher, Adolescent Psychiatric Unit, St. James Hospital, Hornell, NY 14843

SALON E

This session also appears as 1H on Friday and 3F on Saturday.

Send conference registration (one person per form) to ANYSEED on or before deadline for reduced rates.



Send Hotel Registration to Rochester Marriott by February 27, 1998 to assure staying at the Conference hotel.

2.I. POSTER SESSIONS

Working Our Way Through Shared Learning: A Cross-Age Peer Mentoring Program. Working our way through shared learning (WOW) is a program which provides collaborative opportunities for elementary and secondary students with intense management needs. The goal is to support student learning while applying social and behavioral skills taught in school. Activities are designed in which the secondary students serve as role models and teachers of elementary students. Examples of activities have included woodworking, writing as pen pals, and community service. This poster session presents information about the program using an example of an activity involving creating holiday decorations and delivering them to the elderly.

Jean Curro, Blaine Hilts, Sandra Chafouleas, Madison-Oneida BOCES

SALON E

Second Language Education for At-Risk Students. This poster session will illustrate the components of a federally-funded Second Language preparation program for teachers of at-risk pupils. The program leads to a teacher certification in either Bilingual Education or TESOL.

Joseph Trippi, Project Director, and Vern Todd, Project Coordinator, SUNY, New Paltz

SALON E

Dinner Entertainment

PROVIDED BY STUDENTS IN THE RANDOLPH ACADEMY STEEL DRUM BAND

Howard Feldman, Steel Drum Band Director
Randolph Academy, Randolph, NY

Collaborative Conference Program
SATURDAY
MARCH 14, 1998

General Session 3 **8:30 - 10:00 am**

Keynote Presentation

So Each May Learn
Strategies for Integrating Learning Styles and Multiple Intelligences

Presented by: Dr. Harvey Silver

Successful teachers understand their students' learning styles and talents and know that this provides choice and variety so each student may learn. In this presentation Dr. Silver will present a framework for understanding and working with differences.

MOHAWK-ONEIDA-ONONDAGA-SENECA

10:00 - 10:30 am

EXHIBITS/COFFEE/DANISH

POSTER SESSIONS

PRE-ASSEMBLY COURTYARD

WORKSHOP SESSION 3
90-Minute Workshops

10:30 - Noon

3.A. SPECIAL SESSION FOLLOW-UP

In the follow-up session Dr. Silver will look at assessing student learning styles and profiles, and specific tools and strategies to teach different styles and types of intelligences.

Harvey Silver, Ed.D., President of Silver Strong & Associates, Applied Research in Analytical Psychology, Woodbridge, NJ

CAYUGA

3.B. Teaching Self-Control: A Curriculum for Responsible Behavior

(This workshop is presented on Friday as 2F and Saturday as 3B, so you can catch is if you miss the first one!)

Research in emotional intelligence has underscored the power of self-control to determine success in life. Self-control is comprised of twenty specific social skills including impulse control, stress management, group participation, social problem solving, and following school routines. Student ability in self-control is both observable and teachable. The purpose of this workshop is to provide a practical guide for teaching self-control to students in regular and special education classrooms. Utilizing self-control curriculum materials, participants in this hands-on workshop will assess student self-control skills and design activities to teach self-control to their students. This workshop is suitable for teachers of students of all age levels.

Martin Henley, Pegasus Center for Enabling Education, Westfield State College, and Joseph Enwright, Westfield Public School, both of Westfield, MA

SALON D

3.C. Key Concepts in Team Building and Consensus Decision-Making

This workshop will involve participants in an examination of key concepts, feelings, and emotions commonly experienced during the group consensus/decision-making process. In this era of shared decision-making, we seldom take the time to understand the dynamics involved. Through an active simulation involving all attendees, the group will reach a common, fulfilling goal. Hopefully! Time restrictions will be utilized. Prepare for a fun-filled 90 minutes. Copies of the simulation will be available to participants upon request.
Enrollment limited to 15 persons.

Ed Kelley, Principal; Kirk Ashton, Teacher; Matt Kilgore, Social Worker, all from Vollmer Elementary School, Rush-Henrietta Central School District, West Henrietta, NY

SALON A

Nominate for ANYSEED Awards to be presented Saturday evening! Use form included in this conference brochure!

EARLY BIRD REGISTRATION DEADLINE
JANUARY 23, 1998

3.D. Life Space Crisis Intervention: the Skill of Reclaiming Children and Youth Involved in Self-Defeating Patterns of Behavior

Student crisis does not happen by appointment. The "window of opportunity" to turn a crisis into an insightful learning experience is the goal of all helping professionals. This presentation will provide participants with an overview of LSCI. LSCI is a program that teaches professionals the skills they need to turn conflict cycles into coping cycles and to build positive relationships with students who often push them away. Participants will be exposed to a "cognitive roadmap" to use when working with troubled children and youth in a crisis. LSCI addresses youth who carry home/community problems, set up other students, distort realty, are motivated not to change, lack important social skills, and are self-abusive.

Val Mihic, Staff Specialist, Dutchess County BOCES, Poughkeepsie, NY; Marvin L. Kreps II, Senior Teacher, Astor Learning Center, Rhinebeck, NY

SALON B

3.E. Movement Therapy: Creative Routes to Self and Social Awareness for Every Child

Movement Therapy sessions offer children the opportunity to experience themselves differently, face challenges, and work through problems in a creative way. Body awareness is sharpened over time and, because the body is the container of the self, self-awareness grows. In addition, moving together in a group offers the opportunity to explore issues of boundary, relationships, and impulse control.

Through movement, serious work can be done, but in a way that well suits the preferred learning style of young children: active, physical, hands-on. This workshop will combine discussion, visuals, and movement to illustrate techniques used with at-risk students. Participants will gain an understanding of the successful integration of a movement therapy program into the regular school day.

Cathy Fager, Special Education Teacher, and
Susan Ware, Movement Therapist, Vollmer Elementary School, West Henrietta, NY

SALON C

3.F. Art Displays: Creations by Emotionally Disturbed Students

This workshop will allow participants to share their students' art work with those in attendance. Art will be discussed and displayed, allowing teachers to talk and share ideas related to art and the ED/BD student. Uses for students' art work which may enhance self-esteem and bring them a few dollars will be discussed. It is not necessary to bring art work to this session, but highly encouraged. Pre-conference contact is sought via mail to the address below to arrange for exhibiting your student(s)' work.

Karen Robinson, Special Education Teacher, Adolescent Psychiatric Unit, St. James Hospital, Hornell, NY 14843

SALON E

This session also appears as 1H and 2H on Friday.

3.G. POSTER SESSIONS

Peace and Courage: Examine the programs and activities and understand the challenges as 100 AD/HD emotionally disturbed intermediate students and their staff explore the themes of "Peace and Courage" through a year-long experimental curriculum. This poster session is designed for educators working with students with social/emotional disabilities who want to adapt and apply experiential approaches in their programs.

Jacqueline Murray and Terry Murray, both Adjunct Professors at SUNY New Paltz

SALON E

The Hudson River: Provider, Nurturer, Friend. Take a journey through the past, present, and future of a river that has touched the lives of so many in so many different ways. Explore the opportunities it offers your students in every discipline. The Hudson River is truly a living textbook, laboratory, and resource for students and teachers. Project themes and trips will be outlined, displayed, and shared.

Joe Pesavento, Social Studies Teacher; Diane Antalek, Reading Consultant, Marlboro Middle School, Marlboro, NY

SALON E

Assistive Technology: Individualizing Education for Learners with Emotional/Behavioral Disorders. Using Assistive Technology (AT) is one of the most effective ways to level the playing field for learners who would otherwise find learning in the regular classroom overwhelming. AT includes the use of authoring languages and selected pieces of commercial software. This poster session will provide an overview of authoring language use, including definitions and examples, and a demonstration of programming with authoring language. Additionally, a breakdown of the manner of evaluating software for use with the exceptional learners will be presented.

Andy Beigel, Assistant Professor of Education and Coordinator of the Inclusion Program at SUNY New Paltz

SALON E

LUNCH
12:15 - 1:15 pm

General Session 4 **1:15 - 2:45 pm**

Keynote Presentation

At No One's Expense: Building Inclusive School Communities

Presented by: Judson Hixson

This presentation outlines some of the key principles used by schools to create an inclusive sense of community within the school that extends outward to the families, institutions, and organizations in the external community. Based on the concepts incorporated in the "Community Circle of Caring" model developed by Mr. Hixson and others for the National Education Services, the critical principles revolve around creating a sense of belonging and membership among all staff and students, a collective commitment to each other's well-being and mastery of critical personal and academic skills through a process of discovering and building on strengths rather than remedying or eliminating deficiencies and, lastly, shared responsibility for the success of the school as a whole.

MOHAWK-ONEIDA-ONONDAGA-SENECA

2:45 - 3:15 pm
BREAK BREAK BREAK

The following individuals made a significant contribution to the overall success of this conference:

Mary Kay Worth
Robert Michael
Ed Kelley
Jim Weaver
Lynn Sarda
Ray Stenberg
Maureen Ingalls
Patricia Vacca
Janis Benfante
Russ Dalia
Pam Pendleton
Hildreth Rose

THANK YOU!

WORKSHOP SESSION 4
90-Minute Workshops

3:15 - 4:45 pm

4.A. SPECIAL SESSION FOLLOW-UP

Beyond Rhetoric and Rainbows: Education as the Art of Building Arks

Mr. Hixson will take a somewhat broader approach from the keynote, focusing on the underlying paradigms that guide the development of school strategic improvement plans. Based on concepts and metaphors from architecture, youth, development, systems thinking, and strategic thinking and learning, it provides a series of strategies that schools can use to: (a) become more reflective and principle-centered, rather than activity-focused, (b) determine what long-term legacies they hope to create vs. only what short-term objectives they want to achieve, and (c) understand the school as an ecology, rather than a collection of autonomous parts and pieces - that is, a place where everything and everyone is connected to each other. Also addressed will be the importance of critical rules, roles, relationships, rewards, rituals, and routines as a foundation for the manner in which the school is organized and managed.

Judson Hixson, Senior Program Consultant for the North Central Regional Educational Laboratory (NCREL), Program Associate for the National Educational Service, and co-founder of Beyond Rhetoric and Rainbows, Inc.

CAYUGA

4.B. Understanding and Managing the Resistant Student

This workshop will discuss the implementation of a Reality Therapy/Life Space Crisis Intervention model to effectively manage emotionally disturbed youth in the public schools. Glasser states that students are responsible for the choices that they make and each choice is the student's best attempt to get his/her needs met. As long as the student thinks that needs are being met, even inappropriately, s/he will not accept any responsibility for his/her choices and therefore having to choose more appropriate behaviors. We will discuss environmental, cognitive, and behavioral strategies to assist students in becoming responsible for their behavior and to develop positive behavior alternatives.

Dr. Michael Beck, Associate Professor in Special Education at Central Connecticut State University

SALON A

4.C. Pathways to Learning

The Pathways to Learning Day Treatment Program is a collaboration between Steuben/Allegany BOCES and the Mental Health Division of Pathways, Inc., a not-for-profit human service organization, and is entering its seventh year of operation. The classrooms are hosted within Kent Philips Elementary School, Northside Blodgett Middle School, and West High School in the Corning-Painted Post School District in Corning, NY. The students are in age-appropriate buildings and, because of this, they have the opportunity to be mainstreamed into regular education classes, and also receive individual, group, and milieu mental health therapy and support services to all families. The presenters will discuss this unique program and will offer an overview of the interaction between the mental health component and the school component. They will also discuss the benefits of being in the regular school setting and how it affects the behaviors and outcomes for students and families within this challenging population.

Candy Baxter, Teacher; David Morsch, Therapist, and Bill Vertoske, Program Director, Pathways to Learning, Corning, NY

SALON B

4.D. Counseling and the ABC's of an Inviting Environment

Counseling children with emotional or behavioral disorders is a positive experience when a quality environment encourages self-healing and growth. Children are cooperative when an atmosphere of acceptance, boundary setting, and compassion exists. Characteristics needed to enhance the student, counselor, and teacher relationship will be explored from A to Z. Some topics included will be: fear, gratitude, humor, meditation, peace, and risk-taking. Individual development of the body, mind, soul, and social self, along with the Circle of Courage (Belonging, Mastery, Independence, and Generosity) will be woven together to secure the tapestry that will become the life of a socially responsible human being. Presenters will share successful strategies they use at the elementary and secondary levels. Participants will utilize their cooperative group skills to share their experiences. Join us for an unforgettable group.

Jane M. Morris, Counselor, and Barbara O'Keefe, Teacher, John F. Kennedy Elementary School, Ogdensburg, NY, joined with Sheila Rendon, Counselor, Heuvelton Central School, Heuvelton, NY

SALON C

SUNDAY
MARCH 15, 1998

8:30 - 9:15 am

ANNUAL BUSINESS MEETING

SALON A

General Session 5 **9:15 - 10:00 am**

Conference Wrap-Up
Panel Discussion

Moderated by:
Lydia Lavin, Colleen Taggerty & Ted Kurtz

A tradition of the **ANYSEED** Conferences, the wrap-up session engages all in invigorating discussion on the lessons, problems, and possibilities revealed during the collaborative event of the last few days. Purposely informal in a cracker-barrel style, the discussions provide one last opportunity to network ideas and connections. Often, the theme for the following year conference emerges from this discussion.

SALON A

BRUNCH 10:00 am

Have a safe trip home!

Don't forget to renew your membership if you can't attend our conference this year!

Send Hotel Registration to Rochester Marriott by February 27, 1998 to assure staying at the Conference hotel

ANYSEED extends its thanks to each of its collaborative partners for their assistance and continued support in providing quality staff development and conference opportunities.

Reclaiming Youth Collaborative
Madison-Oneida BOCES SEALTA
Southern Tier SEALTA
Genesee Valley SEALTA
Steuben-Allegany SETRC
Genesee Valley SETRC
Broome-Tioga SETRC
S.C.T. SETRC
Oneida BOCES SETRC
OCS BOCES SETRC
Syracuse City BOCES SETRC
Oswego BOCES SETRC
Madison-Oneida BOCES SETRC
Herkimer BOCES
Hamilton-Fulton-Montgomery BOCES
New York State CCBD
Thanks!

Be a published writer ...

ANYSEED solicits articles from classroom teachers and other educational and mental health professionals outlining successful practices.

Submit your practitioner-based intervention to:

Lynn Sarda
Editor, *Perceptions*
Old Main Building, Room 212
SUNY at New Paltz, NY 12561

Conference Notes:

COLLEGE COURSE INFORMATION

The ANYSEED Professional Development Division, in conjunction with the Annual Conference Committee and the School Of Education at SUNY, New Paltz, is pleased to announce the establishment of a three hour graduate course associated with the Annual ANYSEED Conference, March 13th-15th, 1998.

Course: 39593

Contemporary Issues and Problems in Working with Students with Emotional/Behavior Disorders

Description: This course is concerned with issues and problems related to working with students with emotional/behavior disorders, as identified in the conference sessions. *In-depth analysis of major concerns will be* carried out through independent study and through practical application of the information required. Full conference participation is required. This course is intended for persons who will assume responsibility for independent study work and who have demonstrated competencies in this area.

Among the general course requirements are:

1.) Attend the full Annual ANYSEED Conference.
2.) Attend class sessions scheduled for March 12th, at 8:30pm, and March 13th, at 4:30pm.
3.) Summarize and analyze each of the workshops and keynote presentations attended. The student is expected to attend a workshop for every scheduled session, as well as each keynote address.
4.) Read a minimum of 20 articles and/or books concerned with the themes of the Conference.
5.) Readings should be those that have been written, recommended, or suggested by workshop presenters. See handouts and bibliographies by presenters for further suggestions.
6.)Develop and implement a written project that summarizes and analyzes the information taken from the presentations and the literature. The written paper must evidence Conference proceedings, recommended readings, keynote addresses, workshop information and handouts, and general readings concerning behavior disorders through incorporation and citation within the text. The paper is also to include original classroom lesson designs that are based on strategies and techniques discussed and included within the ANYSEED Conference.
7.) Submit written report by July 13th, 1998; this course is listed under the Summer Session.

Detailed guidelines for course requirements will be distributed in the first class meeting.

••• ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS •••

To register for the conference and the three credit hour college credit course, send the items below to: Ms. Claudia Petersen, 9535 State Road, P.O. Box 247, Glenwood, New York 14069
1. One copy of the ANYSEED Conference Registration Form completely filled in for each course registrant.
2. A check for $525 to cover each course registration (payable to ANYSEED Prof. Development Div.)
3. Hotel/food costs are additional and optional. They are not included in above fees. However, meals may be purchased ala-carte
by filling in appropriate spaces on conference registration form or you may decide to purchase the hotel/meal package plan directly.
4. Remittances for course registration, conference registration, and any meal purchases may be combined into one check or money order.

CHECK YOUR REMITTANCE TO ASSURE ACCURACY

1998 ANYSEED CONFERENCE REGISTRATION FORM

March 13th-15th, 1998 • Rochester Thruway Marriott • Rochester, New York

One participant per registration form, please. Make copies if needed. Type or print clearly requested information and check appropriate spaces. Make checks payable to ANYSEED and return to:
ANYSEED c/o Pam Pendelton, 194 Cummings St., Rochester, NY 14609 • Fax# 315-594-3137
(Federal ID # 13-3022914)

DO NOT SEND THIS FORM TO THE HOTEL! Hotel Registration Form Is Separate.

Name: ____________ Home Phone:(   )____-______ Work Phone:(   )____-______
Home Address: ____________ City: ____________ State: ________ Zip: ________
Work/Organization: ____________ Address: ____________

Return advanced registration form with your personal check, an organization purchase order, or a letter advising that P.O., voucher, or/& check will follow. Mail (postmarked) on or before January 23rd, 1998 to receive **EARLY BIRD DISCOUNT!**

REGISTRATION OPTIONS... *(circle and carry cost to total)*	**EARLY BIRD** Postmarked by 1/23/98	**AFTER 1/23/98 BUT BEFORE 2/27/98**	**DO NOT MAIL After 2/27/98 At Door Cost Applies**	**TOTAL**
CONFERENCE COSTS				
Full Conference:	$125	$185	$225	______
Friday Only:	$90	$130	$175	______
Saturday Only:	$90	$130	$175	______
Student Rates: *For full time students only. Submit copy of current student ID for full Conference rate of:*			$75	______

ALA-CARTE MEALS. Advanced Purchase Only. Do Not Purchase If Staying On Hotel Package.
Circle all choices and carry cost to total. Meal tickets will be distributed when checking in at the registration desk on conference weekend.

Friday Lunch: $16	Friday Dinner: $27	Friday Meal Total:	______
Saturday Lunch: $16	Saturday Dinner: $29	Saturday Meal Total:	______
Sunday Brunch: $18		Sunday Total:	______

TOTAL AMOUNT FOR THIS REGISTRATION: Please Check and Re-Check.. *Avoid Delays Later!!!* ______

Please check if applies to you:
Personal check enclosed includes fees for more than (1) registration: ____
Name, Bank, Check # on personal check for more than (1) registration: ____________
Purchase Order or Voucher enclosed is for more than (1) registration: ____
Organization Name & P.O. or Voucher #: ____________
Hotel Package purchased & sent directly to Hotel: ____
Special needs (Dietary &/or Accommodations): ____________

GROUP RATES AVAILABLE FOR GROUP OF 10 OR MORE!
Call for details: (716)466-7601

Remember Conference registration fees do not include any meals. Meals are part of the Hotel Package. If you plan to eat at the Conference you must purchase meals ALA-CARTE on the form above.

CANCELLATION POLICY: No cash refunds for cancellation request after February 13th, 1998.
Prior to that date a $25 handeling fee will apply to refund requests.

REGISTRATION FEE GIVES YOU AUTOMATIC MEMBERSHIP TO ANYSEED FOR 1998-99!

HOTEL REGISTRATION FORM

33rd Annual 1998 ANYSEED CONFERENCE

Return To: ANYSEED CONFERENCE REGISTRATION
Rochester Thruway Marriott *Telephone: (716) 359-1800*
5257 W. Henrietta Road, P.O. Box 20551
Rochester, NY 14602-0551

ANYSEED COLLABORATIVE CONFERENCE • March 13th-15th, 1998

PLAN A INCLUDES: THREE nights accommodations for Thursday, Friday, and Saturday, plus:

- $10. Marriott Money (may be used in all shops, restaurants, and lounges)
- Friday and Saturday Lunch
- Friday and Saturday Dinner
- Sunday Brunch

DOUBLE OCCUPANCY - $259 per person
SINGLE OCCUPANCY - $379 per person

PLAN B INCLUDES: TWO nights accommodations for Friday, and Saturday, plus:

- $10. Marriott Money (may be used in all shops, restaurants, and lounges)
- Friday and Saturday Lunch
- Friday and Saturday Dinner
- Sunday Brunch

DOUBLE OCCUPANCY - $214 per person
SINGLE OCCUPANCY - $294 per person

PLAN C INCLUDES: TWO nights accommodations for Thursday, and Friday, plus:

- $10. Marriott Money (may be used in all shops, restaurants, and lounges)
- Friday and Saturday Lunch
- Friday Dinner

DOUBLE OCCUPANCY - $173 per person
SINGLE OCCUPANCY - $253 per person

IMPORTANT: The package must be purchased as offered! The Marriott will not accept any modifications of any kind to the above packages.

Reservations must be guaranteed by submitting the form below and a major credit card number to the Syracuse Marriott by February 27th, 1998. This is an absolute cutoff date after which you will not receive the special conference rate and will be charged at the current corporate rate. Include a **tax exempt form** with your registration ONLY if your organization is covering your ENTIRE payment with THEIR check.

Check-In After 4:00 P.M.

Clip and return form to address above. PLEASE PRINT CLEARLY or TYPE!

Credit Card #______________________ Signature:______________________
Exp. Date:__/__/__ Type: __VISA __MasterCard __Other:____________.Date Arriving:________ Departing:________
Name:______________________ Street:______________________
City:______________ State:______________ ZIP:______________
Home Phone:(   )___-______ Work Phone:(   )___-______ Accommodation: __Single __Double __Non-Smoking
Roommate:______________________ *Single rate applies if roommate not specified.*
Special Dietary:***Specify on separate sheet and mail in with form.
IMPORTANT: Send only one registration form per room! This form should have both roommates on it.

- **Are you registering for ANYSEED Hotel/Food Package: ___Yes ___No**
- **Are you registering for individual hotel nights without Hotel/Food Package: ___Yes ___No**

SPECIAL RATE VALID ONLY THROUGH FEBRUARY 27th, after which corporate rate applies.

Register Early!

ANYSEED AWARDS

The ANYSEED Executive Board has established, over the years, four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Board's intent that members of ANYSEED nominate award recipients. In keeping with this ideal, we will publish, within each issue of *Perceptions*, information concerning the process you should follow to nominate an individual or program for award consideration. The specific awards are:

CONRAD HECHT MEMORIAL FUND. This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, school, or agency. Guidelines for funds use are flexible, as long as a student or students benefit. Funding will not exceed $500 annually. Awards average in the $250 range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by January 15th, with awards made by April 1st. Executive Board action is required. Recipient reporting within *Perceptions* or at an annual conference is also required.

STEVEN J. APTER LEADERSHIP AWARD. The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter, an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, or commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

EVERETT KELLEY VOLUNTEERISM AWARD. This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD. Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

Nominations must be typed, submitted by January 15th, and include relevant items below:

a) Name of ANYSEED member making nomination, including address, and business and personal telephone numbers.

b) Name of specific award to be considered.

c) **If Recognition Award:** Information must include achievements, historical background, complete name and address of recipient, organization worked for and address, biographical sketch of individual, narrative rationale of why recognition should be given. Your letter of nomination with above information should not exceed two pages. Attach two brief letters of endorsement from other educators or professional affiliates to illustrate merit and/or program commitment.

d) **If Hecht Mini-Grant Funds** - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages.

Send nominations by January 15 to: Janis Benfante, 598 Concord Drive, Webster, New York 14580

NOTICE – NOTICE – NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

Subscription requests will be accepted in any year to commence with the Fall issue. Non-members wishing to subscribe should complete the following form and return it with their remittance.

ENTER SUBSCRIPTION IN FOLLOWING NAME:

Name: ____________________

Street: ____________________

City: ____________ Zip: ________

TYPE OF SUBSCRIPTION:		Check Type
Individual	$30.00	______
Institution (single copy per issue)	$36.00	______
Institution (10 copies per issue)	$100.00	______

HOW PAID:	Check Method
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District/Organization Check	______

Total Amount Enclosed: ______

Return Remittance To: Janis Benfante,
598 Concord Drive, Webster, NY 14580

ADVERTISE

Advertisements

Advertisements in the journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	$75	$125	$200
1/2 Page	$125	$200	$350
Full Page	$200	$300	$500
2-1/4 x 3-1/2" boxed classified	$25	$50	$80

For additional information, please contact:
Ray Stenberg
2 Daisy Drive, Bohemia, NY 11716

ADVERTISE

MEMBERSHIP FORM

Association of New York State Educators of the Emotionally Disturbed

c/o Janis Benfante and Pam Pendleton,598 Concord Drive, Webster, NY 14580

ANYSEED Chartered by the Board of Regents

INSTRUCTIONS: Please complete and mail to the above address with a check for thirty dollars ($30.00), payable to "ANYSEED" as dues. Please select a local chapter affiliation by checking a box below

PLEASE PRINT OR TYPE:

Name: __Ms __Miss __Mr __Mrs __Dr ____________________

Home Address

Number Street Apt #

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( )

Telephone County

Check One: ☐ **New Member** ☐ **Renewal**

Work Address

Your Position or Title

School, Institution, or Agency

( )

Telephone

Street Address City

State Zip County

Please Check One Below *Charter Membership - I wish to become a member of

☐ NEW YORK CITY LOCAL CHAPTER
☐ ROCHESTER, NEW YORK LOCAL CHAPTER
☐ ALBANY/CAPITAL DISTRICT LOCAL CHAPTER
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☐ SOUTHERN TIER LOCAL CHAPTER
☐ SYRACUSE LOCAL CHAPTER
☐ MID-HUDSON LOCAL CHAPTER
☐ MASS EDUC DIST CHILD

Please Find My Check For $30.00 Which Will Cover Both State and Local Dues

ASSOCIATION - Student or Retired - MEMBERSHIP

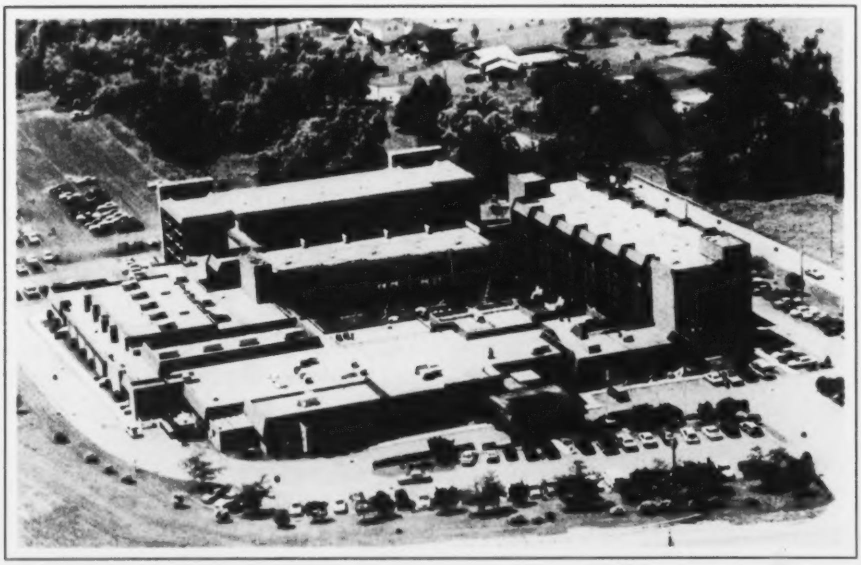
☐ I am a full-time student. Enclosed is my **$15.00** dues. (This membership requires the counter-signature of your Department Chair) Select a local chapter affiliation by checking a box at the left.

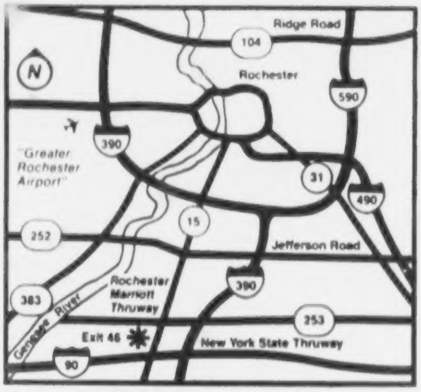
☐ I am a retired teacher, paraprofessional, supervisor or administrator. Enclosed is my **$15.00** dues. Select a local chapter affiliation by checking a box at the left.

Signature of Department Chair

Contribution in addition to Membership Fee!

	AMOUNT
☐ Conrad Hecht Memorial Fund	______
☐ Steven Apter Fund	______

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104
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390
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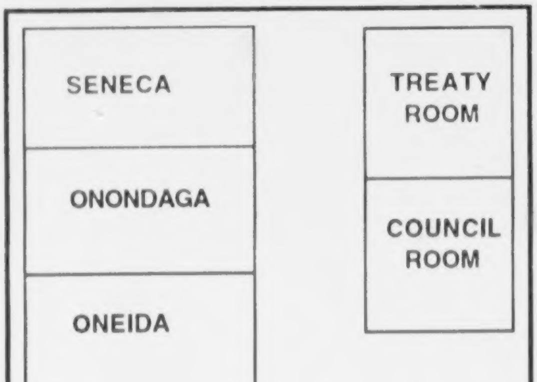
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Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8 1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association.

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FROM THE EDITOR

by

Lynn VanEseltine Sarda

Perceptions past contributor, James Fogarty, opens our journal with wonderfully articulated thoughts and questions about, once again, the education of students with emotional/behavioral disabilities and the training of their teachers. Last spring, Fogarty looked at inclusion/exclusion, and presented his thoughts in *Perceptions*. Here, he follows up with reflections and concerns over the past year in "One Special Educator's Opinion on IDEA."

In her article, "Student Resilience Among African American Children in Inner-City Schools," Winifred Montgomery looks at critical characteristics of achieving African American children. As Montgomery identifies several positive factors in home and school environments that support success, she guides readers to produce such conditions in our own settings.

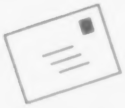
Laurel Garrick Duhaney provides an overview of the issues of corporal punishment, disability, race, and gender within the context of existing legislation and litigation. Strategies for assisting educators to deal with students who exhibit violent and aggressive behaviors in schools are presented. The article, "Coping with Violence: Corporal Punishment, Race, Gender, Disability,and the Law," may lead the reader to consider both the behavior of students and the behavior of teachers.

Virginia Tong and *Perceptions* past contributor, Tom McIntyre, provide readers with an important listing of readings about cultural/linguistic issues and EBD. That there is a need to know is clearly evidenced in this piece; unfortunately, the literature is somewhat sparse. We thank the authors for their time in gathering this list.

"Managing the Classroom - with Staff and with Students" is Faith SanFelice's contribution to this issue of *Perceptions*. We have been following Faith's teaching and learning as a new (and now, more experienced) teacher. Here, she sensitively ventures into the area of managing, not just students, but support personnel who are so vital to classroom success, and she shares with us some of the lessons she has learned.

This issue of the journal closes with the ANYSEED Conference Recap. In this section can be found Awards, a piece from the Conference Chairperson, and Conference Photos.

LETTERS TO THE EDITOR



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ONE SPECIAL EDUCATOR'S OPINION ON IDEA

by
James Fogarty

James Fogarty is Executive Director of Instructional Programs at Eastern Suffolk BOCES. He is a past contributor to Perceptions and presenter at ANYSEED conferences.

A year ago, I wrote an article for *Perceptions* entitled, "Do the emotionally disturbed really need to apply to be included?" Based on the re-authorization of IDEA, it looked as though they were going to be excluded once again. Finally, the re-authorization of IDEA happened, and the emotionally disturbed have once again been treated differently. The re-authorization, although trying to get more students integrated, has several clauses in it to allow the removal of students who bring weapons to school, who are on drugs, or who present a clear and immediate danger to themselves or other students. Which group of students do you think best fits this description? These students can be removed without any educational support (federal rules) for ten days. Due process is suspended. The CSE must meet and decide if the student should be placed in an alternative educational setting (AES) for an additional 45 days (segregated facility). How can this be, since clearly everyone believes that we should include or integrate all the disabled? I guess a student can be integrated/included/mainstreamed as long as s/he doesn't create any problems and isn't labeled emotionally disturbed.

We've made great progress in the field of special education since 1975. Having been in the special education field since 1967, I've grown to respect the great diversity of programs which have developed since the Education for the Handicapped Act (94-142) was first passed in 1975. Without this law, we wouldn't have seen all the programs that have developed; in fact, we would have seen something else.

We must remember that this law was passed not because people in Washington felt they should do something for handicapped children, but because a major decision was about to be announced in Pennsylvania (ARC vs. PA). At the time 94-142 was signed into law, there were 28 states that didn't have programs on their books for disabled children. So don't believe these were enlightened legislators. We had strong parent groups, educators, and some enlightened legislators who realized there had been nationwide discrimination against the disabled. What have we learned over the last 23 years? You would think that somehow we should learn from our past experiences and not discriminate against the emotionally disabled.

Prior to Public Law 94-142, New York State was probably one of the leading areas providing programs for the disabled. The years since 1975 have been good for the disabled in New York. Many new programs were developed. Disabled children came out from the church basements and the boiler room classes to be included in the "mainstream" of regular education. Of course, let's not forget the "Regular Education Initiative" (REI) or the "inclusion" movement. Today, we have the "integration movement" where students will be included/integrated in all buildings; but, I wonder, have we really grown these last 23 years? All we hear lately is there is an over-identification of disabled to get money (more state aid). Too many students are excluded from regular education programs. There are too many students in self-contained facilities. Why all of a sudden are our state officials interested in getting students back into the regular education setting? Could it be because our state legislators are really interested in disabled children? Are they really enlightened like the lawmakers of 1975? Are they really people who are looking out for the best interests of children, or are they trying to reduce services and costs to the state and pass the cost onto the local property tax payer?

If the state legislators and state education officials are so interested in improving education, why aren't they doing the things that research shows work, such as reducing the class size to 15 on the elementary level? The work done by Achilles (June 1993) clearly demonstrates that there is a direct correlation between reduced class size and achievement. As a matter of fact, the state of California has instituted such a policy and hopes to have all its elementary class sizes down to 15 by the year 2000.

As a special educator, I realized over the years that one of the major problems we had including/integrating/mainstreaming students was most likely one simple factor: special educators are process-driven; regular educators are content-driven. so I question why we aren't doing away with a dual certification system? Why aren't all educators required to be dually trained as a process/content educator? Why is the proposed certification system going back to the old philosophy of extending licenses of regular education certificates? Why aren't we requiring new teachers to have at least 12-16 credits in special education courses and 16-24 credits in content courses with special emphasis on reading? Remember that students come into special education not because special educators recruit them but rather they are not successful in the regular education setting.

Why haven't we used the recent state surplus toward reducing class size, improving facilities, and providing for better trained teachers? **I don't know the answer to these questions; perhaps you do.**

Now you might say, what does this have to do with the emotionally disturbed, and isn't this a journal for information about the emotionally disturbed? Yes, it is. I raised all the above issues because the stage is now set for the larger exclusion of the emotionally disturbed based on the new clauses in the re-authorization of IDEA.

I'm not saying that we should tolerate abusive acting-out students who physically attack other students and staff, or students who bring weapons to school with the intention of using them. These students need an alternative educational setting. The school system established today cannot handle these students. The majority of the aggressive acting-out students are telling us that they can't handle the setting they are in. However, generally speaking, the system has not handled these emotionally disturbed students correctly. The lack of training for regular education teachers, large class sizes, and a poor understanding of what needs to be done has created this situation. Most of these students didn't come to school at age 5 with these behaviors. They have been inappropriately reinforced over many years of education.

We can blame the home. We can blame the community. Let's stop blaming people and start working toward improving the situation.

Therefore, I raise the same question again: inclusion vs. full inclusion vs. integration. The emotionally disturbed need not apply. Our nation's history has been to exclude individuals who are different. If we really want to *make a difference* and keep the emotionally disturbed students in integrated settings, we need to do the following:

- train all staff in non-violent intervention techniques
- train all staff in process and content learning techniques
- train all staff in behavior management techniques
- train all staff in how to teach reading
- provide a clean, safe environment for learning
- reduce class size on the elementary level to 15
- stop worrying about what it costs to educate a disabled child and emphasize what it does for the performance of these children.

We need to realize that an investment today will pay off in dividends tomorrow with one less jail cell needed. Remember, it was only 25 years ago that we provided very little programming for these children and the majority of the severe students were locked away in institutions at a huge cost to the taxpayer. We seem to have forgotten the "Willowbrooks" of New York State that have disappeared but the incidence of this population hasn't.

If we were to institute these simple approaches to education, perhaps all students could be integrated and the emotionally disabled **could** apply.

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STUDENT RESILIENCE AMONG AFRICAN AMERICAN CHILDREN IN INNER-CITY COMMUNITIES

by
Winifred Montgomery

Winifred Montgomery, Ph.D., is a faculty member in the Department of Elementary Education at SUNY, New Paltz.

Introduction

When teachers and educational leaders gather to discuss education in the inner-city schools, underachievement among African American students is a familiar theme. Despite numerous curricular and programmatic changes over the years, most inner-city schools continue to report low academic performance among a substantial number of their African American students. Unfortunately, the low performance of these students is often perceived by many educators (and, to some degree, the general public) as clear evidence that most inner-city African American students do not (or cannot) do well in school. This kind of thinking belies the academic achievement of those black children who are competent, productive, and highly motivated elementary and secondary students.

When compared to the volume of research concerned with underachieving disadvantaged black students, far less has been written about achieving African American children. Fortunately, in recent years education researchers have initiated studies pertaining to the variation in educational achievement among black learners (Rutter, 1987; Alva, 1991; Frieberg, 1993; Wang, 1993; Garmezy, 1994). Their studies focused on academically able students who lived in high risk communities and attended the same neighborhood schools in which many other black children were doing poorly in school. The successful children were described as *resilient* students. These were the children who were able to cope with environmental adversities, while successfully working to achieve their academic and their career goals.

The purpose of this article is to examine resilience among African American students: the factors in their home and school environments that foster resiliency.

Discussion

Poverty, abusive families, life-threatening neighborhoods do not deter some children from shaping purposeful lives for themselves that include regular attendance in school, active engagement in their own learning through and beyond secondary school, and, eventually, becoming productive adults in society. These are resilient children who are able to envision a life for themselves beyond the confines of their disadvantaged circumstances. They have a strong sense of their place in the world and refuse to be deterred by environmental adversities. For example, Alva (cited in Gordon, 1994) uses the term "academical invulnerability" to describe resilient students who sustain high levels of achievement, motivation, and performance despite the presence of stressful conditions that place them at risk of doing poorly in school.

Bernard (1995) states that we are born with an innate capacity for resilience by which we are able to develop social competence, problem solving skills, a critical consciousness, autonomy, and a sense of purpose. Briefly, Bernard explains that *social competence* includes responsiveness, flexibility, empathy, communication skills, and a sense of humor. She defines *problem solving skills* as meaning the ability to plan, to be resourceful in seeking help from others, to think critically, creatively, and reflectively. *Critical consciousness* is described as a reflective awareness of the structure of oppression and creating strategies to overcome. *Autonomy* is having a sense of one's own identity: to be able to exert some control over one's own environment, to be able to distance oneself from dysfunction. A *sense of purpose* includes a belief in a bright future, goal direction, education aspirations, achievement motivation, persistence, and optimism.

Several characteristics that are indicative of resilient children include positive peer and adult interactions, participation, and emotional stability (Garmezy, 1993). Two characteristics of particular salience are a sense of personal power rather than powerlessness and an internal locus of control (the child's belief that s/he is capable of exercising a degree of control over his/her environment). Rutter (cited in Winfield, 1994) suggests that resilience is not a set of attributes but, rather, protective mechanisms that modify the individual's response to risk situations and operate at key turning points during his or her life. Protection "does not reside in the psychological chemistry of the moment but the ways in which people deal with life changes and in what they do about their stressful and disadvantaged circumstances" (Rutter 1987, p. 329).

Winfield (1994) points out that resilience should be viewed as something we foster throughout the students' development by strengthening protective processes for them at critical times in their lives. We are not assured, however, that in doing so we will end up with resilient children. He explains that, within every child, there is a delicate balance between protective processes and risk factors that originate both internally and externally during those critical life events. Protective processes have to be reinforced constantly so that the potential for young people to be resilient remains intact when they are faced with risk factors and vulnerabilities.

The notion of protective processes is borne out in a number of studies on effective schools (Edmonds, 1979; Levine & Stark, 1982; Levine & Lezotte, 1991; Zigarelli, 1996) which indicate that there are specific factors in the child's environment that profoundly affect school performance, as well as attitudes toward school and learning. Some of these factors may well influence the way children react and respond to various emotionally or socially disabling life situations and thereby enable children to circumvent the terrible effects of these adverse situations and, instead, create resilience. Bernard (1994) suggests that these protective factors are grouped into three major categories:

(1) caring and supportive relationships
(2) positive and high expectations
(3) opportunities for meaningful participation.

These categories strongly coincide with the observations and experiences of the teachers, parents, and students who were personally involved in this inquiry. The kinds of student-teacher relationships and student-student relationships that occur in the lives of successful black children were particularly important in the context of their inner-city schools. For example, resilient children appeared to thrive in inner-city schools in which there were teachers who demonstrated genuine respect and interest in what students said and did in the classroom and responded to them in ways that contributed to their understanding of the subject matter and to their role as learners. Friendships were seen as an informal source of support, and the high expectations of parents and teachers inarguably contributed to the resilient child's sense of belonging and self-esteem.

Summary and Conclusions

The literature confirms the reality of many resilient African American children who live in disadvantaged communities. Their lives are complicated by innumerable social disappointments (e.g., poverty, crime, unemployment, poor housing), but they are able to maintain a firm grip on the positive factors within their school and home environments that encourage them to study hard and to regard education and learning as essential to their future. Those factors include:

(1) Teachers who foster effective learning environments in which all black children, including those in special education or Title I programs, are able to achieve to their highest potential. Children are not defined by their standardized test scores but, rather, their daily efforts to do well in school. Unfortunately, such teachers do not exist in all inner-city schools. It should be the goal of every school district to restructure their faculties so that well-trained and committed teachers are assigned to inner-city schools.

(2) There is at least one caring adult (parent, family member, older sibling, neighborhood friend) who consistently encourages and supports the academic efforts of the children.

(3) The school actively seeks to build parent/school partnerships; parents and children know that teachers, administrators, and support personnel care about them and want African American children to succeed.

(4) There are opportunities for children to participate in extracurricular activities, and this significantly affects their attitudes toward school and their place in it.

In sum, the educational experiences black children have in our inner-city schools should reflect enlightened approaches to educating socially and economically disadvantaged young learners. Children need teachers who understand and respect cultural differences, are well trained, caring, patient, and open-minded. These are teachers who recognize and understand different learning modalities, expect positive engagement from their students every day they are in school, and view teaching in inner-city environments as an important opportunity to contribute to the academic and social growth of children who are anxious to learn and willing to endure environmental hardships to achieve their goals.

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COPING WITH VIOLENCE: CORPORAL PUNISHMENT, RACE, GENDER, DISABILITY, AND THE LAW

by

Laurel M. Garrick Duhaney

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The past decade or so has witnessed a dramatic increase in the number and severity of violent behaviors in U.S. public schools. This has resulted in violent, aggressive, and destructive behaviors becoming significant and frequently-addressed concerns in many public schools today. Educators, concerned parents, policymakers, and, in some cases, entire communities are struggling to find answers to a problem that shows no signs of subsiding. This paper highlights current legislation and case laws governing the use of corporal punishment with students with and without disabilities, and discusses race and gender inequities in the administration of corporal punishment. Strategies are presented for assisting those who inevitably have to cope with violent and aggressive behaviors in schools.

Corporal Punishment and the Law

The pervasive use of corporal punishment in many U.S. schools during the 18th and early 19th centuries appeared to be sanctioned not only by school administrators but also by the courts (Hyman, 1990b). In *Ingraham v. Wright* (1977), the U.S. Supreme Court deemed corporal punishment of students by school personnel to be a violation of children's constitutional guarantees to due process or to protection from cruel and unusual punishment (Hyman, 1990a). Notwithstanding this ruling, as we approach the 21st century, the practice of using corporal punishment to keep the pedagogical aspects of classroom programs running smoothly appears to have declined. For example, by 1995 some 26 states had banned the practice of corporal punishment- that is, the hitting of a child by an adult ("Student Spankings OK'd," 1995). Today, corporal punishment is still being carried out in some U.S. elementary and secondary public schools (Elam, 1989; Gregory, 1995).

Given this reality, at least one important question arises: What kinds of disciplinary measures are being utilized in schools? Hyman (1990a) presented an alarming list of brutal measures perpetrated by adults against students such as spankings, banging students' heads on desks, twisting students' arms, ramming students up against walls or lockers; slapping, punching, shaking, and kicking. Rubber hoses, wooden paddles, leather straps and belts, switches, sticks, and ropes are reportedly used to inflict corporal punishment. Students found with weapons or who commit less serious infractions (e.g., destruction of property, danger to self and others) face the consequence of automatic suspension or expulsion.

Legal Status of Disciplining Students with Disabilities

While educators sometimes find it necessary to discipline students, they have often found the utilization of disciplinary procedures with students with disabilities to be a legally problematic area (Yell, Cline & Bradley, 1995). Neither the Individuals with Disabilities Education Act (IDEA) nor Section 504 of the Rehabilitation Act directly addresses the disciplining of students with disabilities (Hartwig & Reusch, 1994). The lack of specific legal guidelines addressing this issue has led the courts to fashion case law from which these points may be extrapolated:

(a) disciplinary actions meted out to students with disabilities should not interfere with the students' free appropriate public education guaranteed by IDEA;

(b) disciplinary acts should not be discriminatory (Cline, 1994; Tucker, Goldstein & Sorenson, 1993; Yell, Cline & Bradley, 1995).

Yell & Peterson (1995) reviewed litigation regarding the disciplining of students with disabilities and arranged the disciplinary procedures into three categories: permitted, controlled, and prohibited. Included under permitted procedures are: legally allowable methods such as removal of points (response cost), verbal and written reprimands, restricted privileges, timeout, detention, and expulsion.

While physical restraint, suspensions, and expulsions are permissible, suspensions cannot be in excess of 10 days (Yell, Cline & Bradley, 1995; Yell & Peterson, 1995). In *Honig v. Doe* (1988), the U.S. Supreme Court ruled that suspending a student with disabilities for more than 10 days during a school year constitutes a change in placement. Where a student has been suspended for 10 days, s/he cannot again be removed from the classroom without parental permission, a review of the student's IEP, or an appearance in court to prove the student is dangerous and must be removed immediately from the classroom (Stover, 1992). An expulsion recommendation constitutes a change in placement and invokes procedural rights under IDEA (Dwyer, 1996; Yell, Cline & Bradley, 1995).

Controlled procedures include exclusion and isolation time-out, in-school suspension, out-of-school suspension, and change of educational placement. These procedures are permissible as long as they are not abused and the discipline does not interfere with the provision of a student's educational program (Yell, Cline & Bradley, 1995).

Prohibited procedures are disciplinary procedures that interfere with a student's special education. Expulsion and corporal punishment if used appropriately, may interfere with the provisions of the IEP and, therefore, may be illegal. Prohibited under the IDEA is a unilateral change of placement; therefore, expulsions or indefinite suspensions, which are considered to be changes of placement by the courts, are illegal (Yell, Cline & Bradley, 1995). Expulsions are only available if a multidisciplinary team determines that there is no causal relationship between the student's disability and the behavior. Even then, the school district must continue to provide the student with a disability with educational services (Dwyer, 199; Nash County School District, 1985; Yell, Cline & Bradley, 1995).

Race and Gender Disparities in Administering Disciplinary Measures

Research has shown that boys are subjected to harsher penalties than girls, even when the infractions are the same (Sadker, Sadker & Thomas, 1981). This seemed to be especially true when the punishment involved physical discipline (Czmbil, Hopkins, Wilson & Hyman, 1993; Slate, Perez, Waldrop & Justen, 1991). Anecdotal evidence has suggested that some school districts that allowed physical punishment explicitly prohibited its use with girls (Rose, 1984).

Researchers have found that black students receive harsher penalties and more frequent corporal punishment, both in school and at home, that white students (Hyman, 1990b; Rose, 1984); Shaw & Braden (1990), in their review of over 6000 discipline files from 16 K-12 schools in Florida, found that black students were referred for school discipline for less severe rule violations than white students. Other studies found that black boys were more likely to be referred for and to receive actual corporal punishment than white girls, white boys, and black girls (Gregory, 1995; Richardson & Evans, 1992; Slate, Perez, Waldrop & Justen, 1991).

Strategies for Teachers Confronting Violence

Several schools have adopted a wide array of strategies for decreasing violence (Bender & McLaughlin, 1997). This section presents an overview of strategies for interventions based upon what has been tried successfully in U.S. public schools. These strategies are offered with the intent that they will (a) augment positive behavior conducive to learning, (b) reduce the need to use expulsion and suspension as interventions for behavior problems, and (c) increase awareness of policies governing the disciplining of students.

In an effort to provide a framework for the strategies, they have been grouped into four tiers. Tier One includes cost-effective, pro-active strategies for preventing and managing conflicts and/or violent acts. These strategies require little in terms of personnel and equipment and do not compromise the legal (civil) rights of students with or without disabilities. Articles by Shore (1996), Meese (1997), Dwyer (1996) and Van Acker (1993) include the following strategies for preventing or reducing conflicts/violence in the schools:

- Adopt-a-Student or mentoring program which matches adult volunteers with one or two students of their choice.
- Outstanding Student of the Month award. The student's name may be placed on the school's marquee and the school's newsletter.
- Parental participation in a school-wide behavior management system. For example, parents who have lost children through gang violence could be invited to give personal accounts of the painful effects of violence.
- Establish and teach a code of conduct including consequences for violating the code.
- Teach social skills, self-control, and peaceful conflict-resolution skills.
- Promptly respond to the early warning signs of conflict.
- Plan and implement post-crisis procedures to facili-

tate a student's re-entry into class and to assist the student in avoiding the recurrence of violent or aggressive behaviors.

Tier Two strategies are presented to assist administrators and teachers in lessening their probability of escalating conflict situations among students. Reasonable and prudent steps that administrators and teachers can take to manage conflict situations include the following (Bailey, Bloom & Flood, 1996; Meese, 1997):

- Encourage students to talk out rather than act out. When mediating conflicts, stick to the issues and remain objective (e.g., refrain from taking sides). Demonstrate interest, understanding, and acceptance.
- Be conscious of your body language. Make direct, but not prolonged eye contact. Calmly and confidently approach the students who are in conflict and stop outside their personal space.
- Be acutely aware of your use of language. Some words that escalate conflict are: never, always, unless, can't, won't, don't, should, shouldn't, mustn't, better not. Conversely, some words that de-escalate a conflict are: maybe, what if, I feel, it seems as if, I think, sometimes, perhaps.
- Take control of the situation. In a calm but firm tone of voice, set logical and enforceable limits (e.g., "You two need to stop arguing. If you stop arguing, we can discuss and fix the problem. If not, you will both be sent to the principal's office.") Remember to offer the most positive alternative first.

The strategies described above may not detect and deter some problem behaviors (e.g., the taking of illegal weapons to school). Such problem behaviors often involve the most intrusive strategies, which also tend to be the most expensive. Tier Three strategies, which are similar to Waite's (1995) third class of strategies, include metal detectors, security cameras, security guards, and employment of school-based police officers. These more expensive strategies often result in loss of privacy for students and teachers and may tarnish a community's perception of a school's positive image (Bender & McLaughlin, 1997).

Tier Four strategies are intended to guide educators in the development or refinement of a policy for the disciplining of students protected by IDEA, Section 504, and other state and federal policies. Katsiyannis & Prillaman (1989) and Yell, Cline & Bradley (1995) recommended the following:

- Review disciplinary policies to determine compliance with state laws and state school board regulations.
- Outline procedural safeguards afforded students with disabilities such as prior notice to parents, reevaluation before a significant change in placement, and the right to request a due process hearing when it related to suspensions and expulsions.
- Keep in mind that, regardless of disability status, dangerous students may be suspended temporarily pending a decision about long-term suspension or expulsion.
- Specify what constitutes emergency situations and outline a plan for addressing these issues.
- Remember that long-term suspension or expulsion constitutes a significant change of placement.
- Keep written records of all discussions and disciplinary actions taken.

Conclusions

While the use of corporal punishment is not being encouraged, it is imperative that corporal punishment, if it is administered, be dispensed in a manner free of racism and sexism. It is also important for educators to recognize that a dual disciplinary standard for students with and without disabilities exists and that they ensure that these standards are known and adhered to. Finally, the strategies are presented to enrich the reader's arsenal of responses for preventing, de-escalating, and reacting to violent and aggressive behaviors in schools.

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* * * NOTICE * * *

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THE IMPACT OF CULTURAL AND LINGUISTIC FACTORS ON THE EDUCATION OF STUDENTS WITH EMOTIONAL AND/OR BEHAVIORAL DISORDERS

by

Virginia M. Tong and Tom McIntyre

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Tom McIntyre, Ph.D., is a professor of Special Education at Hunter College and a past contributor to Perceptions.

When we consider the field of "serious emotional disturbance," culturally different youngsters (those from other than a European heritage) often have special issues and concerns. Whether they're recent immigrants or members of African American families that have lived in the United States/Canada for many generations, these children and youth are at increased risk for being labeled "seriously emotionally disturbed" (Sugai, 1988; McIntyre, 1992, 1995, 1996a; McIntyre & Battle, 1998). Primarily, this problem is due to educators' misperceptions of culturally different learning style characteristics (McIntyre, 1996b; Reid, 1987) or behaviors (McIntyre, 1992, 1996a) which are appropriate in certain cultures. Conversely, however, some immigrant youngsters who have witnessed atrocities previous to their arrival here, or are having difficulties adjusting to the ways of their new homeland, are at risk for having their severe emotional troubles go unrecognized and untreated (McIntyre, 1992; Tong, in press a; in press b). For numerous reasons, youngsters who have limited English proficiency are also at greater risk for being labeled as having a behavioral disorder when that is not the case (Lasky, 1994; McIntyre, 1196a; Tong, in press b).

Although the literature is sparse at present, we are seeing an increasing recognition of the impact of culture and language upon our sub-field of education. This emerging realization is already having an influence upon educational policy and practice for youngsters with emotional and/or behavioral disorders. For example, the recent re-authorization of IDEA contains new regulations regarding culture and language as they relate to special education in general, and programs for students with emotional disturbance in particular. During assessment, culturally-based behaviors must now be differentiated from true behavioral problems. Given the current professional knowledge base and instrumentation, this is a near-impossible task.

Indeed, most educational professionals are unaware of deep cultural differences (McIntyre, 1995, 1996a) and, when asked to identify a cultural difference beyond the superficial "tourist culture" level (e.g., food, clothing, family names), are unable to do so. That lack of awareness means that we are at risk for viewing culturally-promoted behaviors as being "behavior problems," thus wrongly labeling many culturally-different youngsters as being "seriously emotionally disturbed." Then, behind our classroom doors, we usually fail to modify our behavior management and instructional practices to better match our students' culturally-based differences in (re)actions and learning styles.

In the recent IDEA re-authorization, the official government term for our youngsters, "seriously emotionally disturbed," had the word "seriously" removed. Interestingly, the federal term now matches New York State's long-standing designation (and the wording from which the ANYSEED acronym is derived). Another change in the label assigned to our youngsters may occur in the future. A few years back, a new label and definition for your youngsters was promoted by a consortium of over 20 professional groups concerned with the welfare of our students. The proposed definition for "emotional and behavioral disorders" (the proposed term) was not included in the recent re-authorization of IDEA, but is continuing to gain acceptance in the profession. The definitional criteria would require, among other things, that the youngsters' behavioral or emotional responses be different from their cultural or ethnic norms (McIntyre & Forness, 1996).

So, to what extent are cultural and linguistic concerns an issue in your district? Does your district have an over-representation of African American or other culturally different kids? Is your district seeing an influx of families from other countries? Do one or more of your students have a culturally different background? If so, it's time to find out more about cultural issues that impact on your practices and procedures. While there isn't much in print right now regarding cultural issues in the education of students with emotional and/or behavioral disorders, the readings included in the following list will provide you with lots of useful information and practical advice. Take the time to make a trip to your local college library. If that doesn't help, contact the authors of this article.

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MANAGING THE CLASSROOM - WITH STAFF AND WITH STUDENTS

by

Faith SanFelice

Faith SanFelice is a special education teacher at Dutchess County BOCES, New York

It is not usual for undergraduate and graduate education class discussions to focus on a single level of classroom management. In these discussions, a successful management system often is one in which the teacher assumes an authoritative role through consistent and equitable implementation of a classroom management plan. Undergraduate and graduate classroom management discussions often fail to address the issues pertaining to the dynamics among the adults within the classroom. The ability of the teacher to establish and to convey a set of expectations to the support personnel is an essential component in the creation of a cohesive classroom team. Developing a consistently effective means of conveying expectations to support personnel can be a difficult (and frustrating) task for the teacher. Not understanding the teacher's expectations can create an equally frustrating situation for the support personnel. These classroom realities, confronting many new special education teachers, contrast dramatically with a narrow depiction of classroom management that may have been presented in their collegiate-level programs.

Two years of teaching experience have caused me to recognize that three levels of classroom management relationships exist in the special education classroom. The first level includes the teacher-pupil relationship; the second level of classroom management involves the relationship between the teacher and the classroom support personnel (the teaching assistant and the one-to-one aide); and the third level is the management relationship between the classroom instructional team (teacher plus support staff) and the students. An effective model of classroom management, in my opinion, should address each level distinctly and all levels simultaneously.

For two-and-a-half years, I have taught five- and six-year-old students with multiple disabilities. Due to the severity of some of the disabilities, I have had as many as four additional staff members in my classroom. Currently, my instructional team includes two teaching assistants and one one-to-one aide. The ability of this team to maintain an instructional environment conducive to learning is dependent upon my ability to orchestrate three levels of management relationships. (Note: My current classroom is modeled after the TEACCH design. "TEACCH" is an acronym for the "Treatment and Education of Autism and related Communication Handicapped Children." TEACCH is an educational program developed by Eric Schopler and Gary Mesibov at the University of North Carolina at Chapel Hill.

In order to achieve effective instructional team performance, I must reflect critically and consistently upon the staff management strategies I use in my instructional environment. In order to address the management issues within my room, I had to answer the following questions:

(1) What are my expectations for the paraprofessionals in my classroom; how will I explain those expectations?

(2) How will I delegate the work within the classroom?

(3) When several people are working with the children, how can I assure that quality and consistency are maintained?

While the questions may be applicable to a number of different classrooms, the answers to these questions will differ depending upon the instructional needs of the students.

Early in the current school year, it became evident that my expectations for staff members were too general. I determined that each member of the instructional team required a definitive description of their daily responsibilities. Furthermore, it became evident that I needed to delegate more instructional responsibilities to the team members. In the beginning of the year, I had written the day's schedule on the blackboard. Each staff member was assigned to work with a child (or children) at specific points in the day. The pairing of staff and student was included in this schedule. Although this overview outlined the staff schedule, it did not address the issue of students' schedules in a timeframe reflective of an individual student's attention span. For example, if 30 minutes are allotted for the "work time," what transition activity should be used for those children whose work session does not use the entire work period? In order to ease transitions between activities for students and staff members, I created individual student schedules for each day of the week. Since my students are quite young, the schedules are broken into 15, 20 or 30-minute intervals depending on the activity. These schedules are placed at a student's work area for easy reference. The schedules have been amended throughout the year to accommodate for changes such as the absence of related service personnel. Also, the schedules serve as a reminder for all staff members in the preparation for class projects or group activities.

In my classroom, the teaching assistants are expected to conduct some of the one-to-one teaching sessions. Although I develop the curriculum for the children, the staff assists with its presentation. In order to improve the level of consistency in the teaching presentations, I have had brief meetings with the staff members to discuss the curriculum and the method of its presentation.

Furthermore, an outline of the student's one-to-one work for the week is included in their "one-to-one" box. These outlines may include additional comments on presentation. To further enhance the level of consistency, I have assigned one staff member (myself or a teaching assistant) to work with a specific child for one week at a time. Degree of mastery and related comments on a child's work during specific one-to-one sessions is recorded on a chart which is found in the one-to-one box as well.

In the TEACCH program, an emphasis is placed on encouraging independence across several areas. Independent tasks are completed in the student's assigned independent work area (or "office"). My students display a wide range of ability levels (approximately pre-academic skills through first grade) which require a variety of independent tasks. In order to guarantee that the students are given the appropriate independent tasks, a chart is placed at the child's office which outlines the specific tasks to be completed for one week. Check marks are placed next to the completed tasks to prevent duplication in a single day.

When our school chose to adopt the TEACCH method to address the needs of the students in our program who presented with significant autistic tendencies or severe communication impairments, the staff selected for the program was made aware of the significant changes in the expectations placed on all the TEACCH staff members. Three classrooms were created using the TEACCH method. Fortunately, my colleagues and I share similar work habits. We are highly compatible and work well together. They are a constant source of help and reassurance. The challenges we faced this year in implementing a new program forged strong bonds of friendship and trust among the TEACCH staff.

As a result of this year's experiences, I have expanded my concept of the role of the special education teacher. In addition, I have added an objective to my professional goal of enhancing my repertoire of classroom management strategies. Being able to reorganize and restructure the classroom environment with the intention of clarifying specific expectations was a significant challenge. Turning rather abstract or global expectations into concrete directives added another level of demands to my position as classroom teacher. Classroom management plans (for students or for support personnel) cannot be outlined in September and left unexamined for the remainder of the school year. Management plans and management styles evolve slowly. They are created from experiences in (and out) of the classroom.

Just a note to say... Thank You For The Invitation!

I really enjoyed meeting the ANYSEED members on Thursday the day before the conference. It was interesting to finally meet the people who in the past I only new through photographs. It has been a real pleasure working for a great organization like ANYSEED and the people who dedicate their time to making it WORK!

Terry Grosser,
Perception Publisher

1998 ANYSEED CONFERENCE RECAP

by Mary Kay Worth

What an event we had! Our 1998 ANYSEED Conference was a huge success with our numbers exceeding 600 on Friday and 200 on Saturday. The months and hours of planning served our members well thanks to the team effort that goes into taking on such a monumental task. Our keynoters (Van Bockern, Hewitt, Silver, Hixon) received high marks, with many people noting they went away re-energized, re-committed, and equipped with new ideas to try. Variety was present throughout our workshops and we kicked off the first poster sessions. Consider sharing your ideas at a future conference.

ANYSEED has been a known and respected organization for more than 30 years, and, with each subsequent conference, your Executive Board is challenged to maintain the quality and enthusiasm bequeathed to us. We want your input. We would welcome your help. Talk up the organization and plan now for Utica in 1999.

AWARDS 1998

Contratulations to the following award receipients recognized at the 1998 Conference in Rochester on March 14, 1998:

Ted Kurtz Teacher Achievement Award: *Judy Cannioto*

Conrad Hecht Memorial Mini-Grant: *Hopevale Union Free School District*

Past President Recognition Award: *Robert Michael*

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Conference Chairperson, Mary Kay Worth

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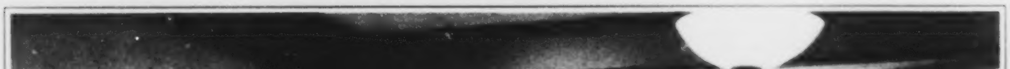
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1998 ANYSEED Conference Photo ReCap...

Judson Hixson, Keynoter

ANYSEED Board Members,
Pam Pendleton and Jim Weaver.

Past President, Claudia Pedersen.

Brian McNulty

1998 ANYSEED Conference Photo ReCap...

Jim Weaver and Janis Benfante at the awards dinner.

Bob Michael receives recognition from ANYSEED president, Maureen Ingalls.

Ed Kelley with recipients.

Deborah Nuzzo and Cheryle Hansen at their workshop.

1998 ANYSEED Conference Photo ReCap...

Deborah Brunjes at her workshop.

Ed Kelley talking with VESID presenter Douglass Bailey.

*Poster session presenter, Joe Pesavento with Board Members,
Ray Stenberg and Bob Michael.*

ANYSEED AWARDS

The ANYSEED Executive Board has established, over the years, four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Board's intent that members of ANYSEED nominate award recipients. In keeping with this ideal, we will publish, within each issue of *Perceptions,* information concerning the process you should follow to nominate an individual or program for award consideration. The specific awards are:

CONRAD HECHT MEMORIAL FUND. This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, school, or agency. Guidelines for funds use are flexible, as long as a student or students benefit. Funding will not exceed $500 annually. Awards average in the $250 range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by January 15th, with awards made by April 1st. Executive Board action is required. Recipient reporting within *Perceptions* or at an annual conference is also required.

STEVEN J. APTER LEADERSHIP AWARD. The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter, an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, or commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

EVERETT KELLEY VOLUNTEERISM AWARD. This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD. Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

Nominations must be typed, submitted by January 15th, and include relevant items below:

a) Name of ANYSEED member making nomination, including address, and business and personal telephone numbers.

b) Name of specific award to be considered.

c) **If Recognition Award:** Information must include achievements, historical background, complete name and address of recipient, organization worked for and address, biographical sketch of individual, narrative rationale of why recognition should be given. Your letter of nomination with above information should not exceed two pages. Attach two brief letters of endorsement from other educators or professional affiliates to illustrate merit and/or program commitment.

d) **If Hecht Mini-Grant Funds** - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages.

Send nominations by January 15 to: Janis Benfante, 598 Concord Drive, Webster, New York 14580

NOTICE – NOTICE – NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

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A Journal for Practitioners

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***perceptions** is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.*

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FROM THE EDITOR

by

Lynn VanEseltine Sarda

The summer issue of *Perceptions* brings readers information about schools and health and human service agencies from Douglass Bailey, Coordinator of Government and Community Relations, NYS VESID. His article, "School/Community Collaboration: Linking Schools with Health and Human Service Agencies to Improve Results for Children," serves to inform readers about access to agencies, along with some useful websites. Parts of this text are taken from Bailey's presentation at the 1997 ANYSEED Conference in Rochester. As that presentation contained so much useful information, I asked Douglass to provide it to us in print form.

The second article is titled "Confronting Demons" by Doloris Phoenix (pseudonym). In this piece, the author recounts the experiences of a troubled child growing into a young adult and eventual teacher. At the end of the article, sensitive reader's reflective questions for teachers are raised. Though not a typical *Perceptions* article, this writing addresses behaviors, feelings, and experiences that are often present in the lives of students with whom we work. In reading this personal account, the reader may be led to a heightened awareness about human resilience.

The last piece is a review of Faber and Mazlish's classic, *How to Talk So Kids Will Listen and Listen So Kids Will Talk*. A. Christian Meyer revisits the book eighteen years after its publication, and shows us easily how important it is to keep the "classics" fresh in our minds.

Finally, the summer *Perceptions* closes with the Call for Presentations for the 1999 ANYSEED Conference to be held in Utica. The ANYSEED Awards criteria are also included. Please consider submitting a presentation for the conference, or a candidate for one of the ANYSEED awards.

LETTERS TO THE EDITOR

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SCHOOL/COMMUNITY COLLABORATION: LINKING SCHOOLS WITH HEALTH AND HUMAN SERVICES AGENCIES TO IMPROVE RESULTS FOR CHILDREN

by
Douglass Bailey

Douglass Bailey is the Coordinator of Government and Community Relations for the New York State Education Department's Office of Vocational and Education Services for Individuals with Disabilities (VESID).

As I travel throughout the many communities of New York State, educators and community members continually speak to me about collaboration. They feel that collaboration is essential to their success; however, it is often described as being the most difficult thing they do. While it is true that effective collaboration is difficult, aside form the knowledge that children simply do better as a result of community-school partnerships, the fact that New York State spends over three quarters of a billion dollars on approximately 11,000 children served in restrictive placements through the Education, Mental Health, Social Services, and Juvenile Justice systems makes a compelling argument for strong partnerships. Partnerships also address the long-standing problem of representatives from different systems working with families in isolation of each other. Stories abound of families who have case workers from multiple systems and are forced to repeat their story over and over again to meet the requirements of these different programs. Instead of partnerships, we often create adversaries. Those exasperated the most by the ineffectiveness of the individual systems are the very families we are dedicated to serving. It is apparent that failure to work together will prevent children from succeeding in school, interacting effectively with their peers, eventually entering gainful employment, and participating fully in their communities.

Thankfully, this is a changing environment. The education system is moving toward an outcome-based perspective in which our success will be measured by how well we prepare children to be successful in post-secondary education and employment. It is clear that we cannot achieve these outcomes without building partnerships between parents and the systems that are designed to assist families in striving toward independence. Let's look at a number of current events and initiatives that affect those working with children with severe emotional disturbance.

Educational Reform

The Individuals with Disabilities Education Act (IDEA) made it very clear that low expectations have impeded the success of children with disabilities. Limited access to curricula and interaction with non-disabled peers have serviced to stifle the growth of these students.

While we know that more and more children with disabilities are achieving in school, we also know that there is a long way to go. Consider that:

- Pupils with disabilities leave school without a diploma at a much greater rate that their non-disabled peers;
- Only 4% of the children in special education earn a Regents diploma;
- Very few pupils with disabilities return to general education once they have been classified and receive special education services;
- Children with disabilities in New York State are separated from their non-disabled peers at a greater rate than the nation as a whole;
- There is a great discrepancy in the level of achievement of students in "high-need" versus "low-need" school districts.

In New York State, there is a disparity among school districts of between 48% and 89% in the number of students receiving a Regents or local diploma. Analysis of New York State's second annual school Report Card shows that students in "high-need," mostly urban, school districts are achieving at lower levels than students in other schools. These results are true for students in general education and special education. Clearly, it matters very much where you live as to what the outcome of your educational experience will be. A large number of parents and educators find that unacceptable.

Concerned citizens at every level (federal, state, and local) are taking a new look at special education and at other services provided for children with disabilities. The time is now for new approaches that produce strong educational outcomes.

The federal government has provided a major impetus for change with the Re-authorization of the Individuals with Disabilities Education Act. IDEA mandates or encourages many of the principles that the New York State Education Department has advocated for several years.

A major focus of reform is the emphasis on high expectations for all students. The New York State Board of Regents has already enacted new and more rigorous requirements for all students. Our challenge is to assure that special education students are provided with the necessary academic preparation to successfully complete Regents courses and pass Regents exams. Along with academic preparation, students with disabilities will need structures and supports which foster high achievement. Research has shown that special education students are more likely to be high academic achievers when:

- they have access to general education curricula;
- their academic supports are coordinated with other improvement efforts, and;
- academic and related supports, aides, and services are provided to them in general education classrooms.

Another primary goal of reform is to assure that students with disabilities are educated in settings with their nondisabled peers to the maximum extent appropriate to their individual needs. IDEA makes it very clear that special education is intended to be a service, not a place where a child is sent. Without access to curriculum and interaction with peers, children with disabilities will be unable to meet the high expectations required of all students in New York State.

Over-reliance on special education is also of major concern. Referrals to special education have risen at an alarming rate. The percentage of school-age students classified has grown from 9.9% in 1992-93 to 11.6% in 1996-97. In December of 1996, over 150 school districts had more than 11% of their students classified as students with disabilities, with 77 of those districts classifying more than 15% of the student population. Accordingly, it is important that the state move to eliminate unnecessary referrals to special education. We must work to assure that students unnecessarily placed or who no longer need special education services are returned to a supportive general education environment. To accomplish this, there must be mechanisms for school districts to develop or expand support and prevention services in general education. Collaborating with other systems to assure that school personnel and families have the knowledge and skills to effectively assist students with disabilities in obtaining high standards is an important component of our ultimate success.

Schools are not being left to do the job alone. A number of state and local initiatives are bring people together in collaborative efforts designed to strengthen families and communities. They are encouraging parents, schools, and community public and private agencies to work together to provide the services children need to come to school ready to learn and be successful in school and ultimately in life. Such collaborations bring major benefits to the school as well. They reduce suspensions, dropout rates, and unnecessary referrals to special education while increasing attendance, academic performance, and parental participation. While there are a large number of inter-agency efforts underway across the state, I will focus on several key initiatives.

Coordinated Children Services Initiative (CCSI)

CCSI helps communities provide the support families need to enable children with emotional and behavioral disturbances to remain at home. The primary goal is to reduce the need to place these children in residential settings. A review of CCSI outcomes for federal fiscal year 1995-96 shows that 89% of the children referred to CCSI as significantly at risk of residential placement remained at home. The cost of potential residential treatment diverted is estimated at over $27 million. Currently, 32 counties participate in CCSI. This initiative has four major components: an inter-agency structure to work with families in developing a coordinated system of care; required parental participation; flexible funding that enables innovative and timely intervention; and a primary mode of intervention that is family-focused and strength-based.

For more information, contact one of the county coordinators listed at the end of this article or contact Mary Foley at NYSED-VESID, One Commerce Plaza, Room 1613, Albany, NY 12234, or call (518) 473-7918.

Partners for Children

Partners for Children is dedicated to assisting communities to raise the healthiest and best-educated children in the world. It is a state-level agreement among 10 public and private organizations focused on meeting the needs of children to assure that they are healthy, come to school ready to learn, and succeed while in school. Members include United Way of NYS, NYS School Boards Association, NYS Association of Counties, NYS Association of County Health Officials, NYS United Teachers, Office of Mental Health, Office of Children and Family Services, Office of Temporary and Disability Assistance, Department of Health and NYS Board of Regents/State Education Department. In 1997, Partners for Children awarded grants to 22 sites seeking to enhance and develop local collaborations between schools and community agencies. Priorities for 1998 include efforts to prevent adolescent at-risk behaviors, expand child health coverage, expand pre-kindergarten programs, increase the capacity for school-based prevention services, and integrate Welfare Reform transitional services with other initiatives serving the same children and families.

A Partners for Children website contains a wealth of information about this collaboration, including details of the May 1, 1998 teleconference that focused on The Early Years: Giving Kids a Jump on Life. It explored the latest research and thinking on brain development and the importance of providing very young children with an active and stimulating environment. The Partners for Children website address is http://www.nyspartnersforchildren.org.

Task Force on School-Community Collaboration

The Task Force on School-Community Collaboration is designed to assist schools and state and local agencies providing social services, health and mental health, and related family and children services in working together to support children and families. Established in Executive Law, the Task Force brings together all of the state agencies which provide services to children and their families. The Task Force promotes the well-being of children through state support for local partnerships between schools and communities. Prevention and youth development programs are encouraged as ways of helping children grow in a healthy and nurturing environment to be successful in school and life.

More than 50 schools in 14 counties received grants in 1997 to improve outcomes for children and families through school and community partnerships. In addition, 16 high-need school communities received Task Force support to develop school-based and school-linked service interventions for health, mental health, substance abuse prevention, and social services. Additionally, the Task Force is involved in other activities across the state designed to support and expand the development of school-community partnerships. Some of these efforts include:

- providing technical assistance in helping local partners achieve goals;
- assisting communities to identify and overcome barriers related to state funding restrictions, regulatory requirements, and administrative procedures;
- sharing information on models of school-community collaboration, and
- conducting regional meetings in each of the state's judicial districts to increase community awareness of school-community collaboration and supporting the continued growth and development of such partnerships.

For more information on the Task Force, visit the Council on Children and Families' website at www.consumer.state.ny.us/ccf/ccfhome.htm.

State Training on Prevention

Prevention support services training is being provided through a grant to the Questar III BOCES, Churchville-Chili School District, and the Special Education Training and Resource Centers (SETRC) from Monroe II, Orleans, Steuben-Allegany, and Sullivan BOCES and New York City. Statewide training is being developed for effective building-level student support services teams to address learning and behavioral needs in the general education setting. For more information, contact the Questar III BOCES at 518/732-4474.

Local Efforts

In addition to these state-level initiatives, there are a number of local school districts and counties that are joining efforts to address the significant needs of children and their families. The Partners for Children website is developing a growing number of descriptors of such communities who are willing to be contacted and assist others in benefiting from their experience. Some examples include: the Sweet Home Central School District's comprehensive family support program; Hamburg School District, which provides an emphasis on family counseling therapy; Mt. Morris School District, in combination with Livingston County and the Hillside Children's Center, which provides an on-site mental health program; Newburgh City School District's collaboration with Family Counseling Services of Orange County Inc., a model for foster care and mental health services; Franklin County Community Intervention Partnership which brings together schools and community agencies; Orange County Partners for Children and CCSI program; Rockland County's Intensive Day Treatment Program; Binghamton Partnership and the Coordinate Children's Services initiatives in Monroe, Rensselaer, Westchester, and Onondaga County.

The opportunities are tremendous for people at all levels and all walks of life to work together to improve the lives of children and families. The State Education Department and VESID are committed to promoting these collaborations and providing information that can broaden the base of participation. For more information about VESID's programs and services, visit our website at http://www.nysed.gov/vesid/vesid.html.

CCSI Project Coordinators
Listed by County on next page

CCSI Project Coordinators
Listed by County

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Cayuga Eric Schroeder
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CONFRONTING DEMONS

by
Doloris Phoenix

Doloris is a teacher of young children with emotional and behavioral disorders.

From the time I entered school, I remember feeling different from other children. For one thing, it seemed I was always alone. During play period, I would follow the other children around the playground, trying to feel a part of their games. I was aware of being totally shunned by them, but many times I would force myself into the midst of their group. Even though they acted as if I wasn't even there, at least I was physically near them and I could pretend that they were all my friends.

Though in many ways I was a cute little girl, most of the time I must have looked odd and sloppy. My hair was combed only for special occasions like school photographs, or the next day after my mother washed it. No one took the time or effort to teach me grooming skills, and such aspects of personal hygiene did not occur to me until I was in fourth or fifth grade. When I did decide on a well-kept appearance for myself, I became impeccably neat, if somewhat dated, in my personal appearance.

Many children go through spells when they are loners. Many kids are late bloomers. I had all that and a behavior problem. Even as a very young child, I felt there was something "wrong" with me. I desperately wanted to find a way to make it "right." Every single day, without fail, I would ask my first grade teacher if I had been a good girl. The only time I didn't seek such approval was the day she gave me a ferocious spanking for accidentally erasing something off the chalk board. I was so embarrassed and bewildered I never told a soul. Years later, I found out this teacher was forced to resign due to mental instability. First grade was also the year when I started my routine of going to the nurse's office with a sore throat, upset stomach, or headache. One of my strongest memories of grade school was lying on my back in the nurse's office making patterns out of the dots in the ceiling tiles. Strange and unusual afflictions plagued me throughout my school career.

My behavior problems began to surface when I was in third grade. I remember arguing with the teacher as if I knew more about the subject than she. I don't think she ever lost her temper with me, amazingly enough. When the other children taunted me, I hid under the teacher's desk and cried.

By fourth grade, I developed a fiery, obstinate nature. I "crusaded" to change the views of my peers. In my mind, I reached conclusions as to why I was treated so poorly by everyone. I was convinced I was being persecuted for being a girl and not a boy. I wanted to be included in all of the boys' activities. These types of philosophies further provoked the ire of my classmates. Now, instead of merely being ignored, I was taunted and persecuted at every opportunity. Cruel pictures and notes were left on my desk. On the playground, the other children called me names to my face.

About this time, I also developed a morbid obsession with death and destruction. I became an insomniac, staying awake at nights wondering how I might live after a nuclear holocaust wiped out society. Terrified by dreams about death, I asked to speak to the school therapist who, after one session, said there was no reason that he should spend any more time with me. This obsession with death progressed as I got older to the point where I was plagued with impulses to throw myself in front of moving traffic. I also would imagine what would be the sensation of jumping out of buildings, slicing my wrists, overdosing on pills ... you get the idea. This was truly the most frightening aspect of my illness.

During the later part of grade school, I did manage to become friends with a girl from my neighborhood. She would only associate with me after school and on weekends. During classes, she pretended that she despised me in order to impress her "cool" friends. Naturally, this was very painful and confusing for me. I became more distrustful and defensive with every hurtful incident.

In sixth grade, I made another friend. She was the "brain" of the class and a very different type of person herself. I remember her as gentle, sensible, and kind. Even though I didn't really know how to maintain a friendship, it was a comfort to have a semblance of one.

Of course, I wasn't totally without childhood companionship. I could play with any of the neighborhood boys with whom my brother was friends. I really wanted to have friends, so I was willing to play whatever games the boys wanted to play. Unfortunately, nearly all their games involved the exposure, and sometimes fondling, of my genitals or theirs. I was very uncomfortable with their games, but I really wanted them to like me. It was only recently, as a healthy adult, that I realized the damage caused to me during these games.

Fortunately, my family moved to a different school district when I entered seventh grade. At this point, I mistrusted everyone. I was well-groomed, but still dressed and wore my hair oddly. The children in this school district were extremely friendly and, to their credit, tried to make me welcome. Every overture from them was interpreted by me as a subversive attack. If someone tried to comfort me during one of my numerous crying jags, I snapped at them to leave me alone; I was certain they were all trying to trap me into making a fool of myself. My inappropriate behavior continued. The highlights of my secondary school career included throwing a turkey sandwich at a classmate in a fit of anger; stubborn disagreements which tested the patience of several of my teachers; dumping potato chips on a teacher's bald head because I thought it was funny; loud temper tantrums involving the slamming and throwing of books during classes, and endless crying spells.

In high school, I made a few friends from the social fringe of the student body, but most of my time was devoted to boyfriends. I had three steady boyfriends in high school. Two were very nice, normal boys. The one with whom I had the longest and most intense relationship was cruel and abusive.

The years I spent with this boyfriend were terrible. Rather than leave him, I tried to kill myself by sawing my wrists with a set of car keys. In my confusion and unhappiness, I punched out my bedroom window. My parents ignored the incidents. My boyfriend told me I was crazy and I believed him.

After seeing this boyfriend strike me in the face before class, one of my teachers suggested I go see the school guidance counselor. I tried talking to this man for a period of months. He called my father to his office after a particularly ugly domestic incident when my father gave me a black eye. Later, this guidance counselor told me he was unable to intercede on my behalf because of what my father had told him. I know my parents, my father particularly, have had difficult lives. My father was a foster child and an alcoholic. Both parents suffered bouts of depression. I do not know why this meant I was not eligible for help.

My illness got progressively worse until, even though married and in the work force, I could barely function. Finally, on the advice of my obstetrician, I went to a psychopharmacologist who prescribed medication. Later, as I discovered what kind of person was buried underneath the pain and confusion, I had the strength to give up the medication and work through my problems with a psychologist. Today, those who knew me in public school, or even college, would hardly recognize me as the same person. Gone are my morbid obsessions, insomnia, and psychosomatic illnesses.

These reflections, when written here, hardly do justice to the depth of pain and emotion I have experienced. When I was in college and around people sophisticated enough to notice, I was often told I had a constantly pained expression on my face. I looked very sad and deeply hurt. I was. I don't remember any happy experiences from my childhood. Though my family did fun things, I was incapable of experiencing them as such. I didn't learn how to have fun until after I started getting the treatment I needed.

I find it hard to believe that the professionals around me, many of them educators, were unaware of my pain. I sought help through my actions. I requested it and was rejected.

I have several ideas about how and why I slipped through the cracks. In grade school, I was so withdrawn that the teachers probably weren't bothered by me until I got older and started having altercations with the other students. As a junior high school student, most of the adults around me probably figured I was just acting out on hormones and would eventually come to my senses.

I was involved in many activities. During adolescence, I played several musical instruments, took dancing lessons, attended Girl Scouts, and performed lead roles with the drama club. My activities took me outside of the school and all over the county. This whirlwind schedule probably made me appear well-adjusted. On the contrary, each activity was designed to distract me from obsessive thoughts and compulsive behaviors.

Perhaps I could have gotten some help if I had really hurt someone ... maybe if I threw bricks instead of sandwiches, or threatened teachers instead of arguing with them. But I was not a hostile child. In retrospect, my socialization problems stemmed from a lack of impulse control and ability to learn socially correct behavior on my own. While knowing it was bad to hurt people, I had very little concept of acceptable behavior.

From a look at my report cards, my emotional problems did not interfere at all with my learning. I never studied for more than twenty minutes an evening. Most of the subject matter came to me automatically. If it required an effort to learn it, I simply resigned myself to a "B" instead of an "A." I glided through school effortlessly. You can imagine college was a shock! It was also a revelation to discover what I could achieve if I exerted a little effort.

Now, as an adult, I am refining my socialization skills. I am amazed and heartened at my new found ability to discriminate between appropriate and inappropriate behavior. I am free of morbid impulses and feel confident that I can handle problems in my life in an effective manner. Unfortunately, I can't go back and repair my past.

I don't have the answer as to why no responsible adult saw to it that I got the help I needed when I needed it. Common sense dictates that the parent is ultimately responsible, but what if the parent is no more mentally healthy than the child? Our household faced overwhelming difficulties. My parents are responsible for many of my painful memories. Yet, as an adult, I understand that they did the best they could. I had always been a difficult child and it must have been very stressful for them to raise me. I have developed a good relationship with my parents. We are all healthier people now. But what about the numerous educators with whom I came into contact on a daily basis? These were people trained in child development and aware of appropriate behaviors. Why didn't they reach out to me?

I chose to go into teaching because, when I moved to the city, I became intrigued by what appeared to me to be unusual behaviors of some inner-city children. I felt an affinity for them. I thought they lacked direction and guidance just as I did when I was their age. I would like to work with youngsters with behavioral disabilities. I am confident that, with continued therapy and personal growth, not to mention my own education, I can be an effective educator and role model for such children. I identify with many of their frustrations and fears. I recognize their acts of defiance and outrage for what they are: cries for help. I'll be there to help.

Readers' Reflections

The previous article mentions a regular education teacher who was forced to resign due to emotional instability. Should individuals who are coping with emotional trauma/disturbance enter a field in which they may teach and counsel emotionally and behaviorally disordered youth?

What strengths do teachers who have experienced emotional trauma or emotional disturbance bring to the profession?

What concerns, if any, should the teaching profession have regarding the employment of such teachers in the field?

Have you had contact with a teacher, or future teacher, who has experienced, or was at that time experiencing, persistent emotional difficulties? If so, what thoughts do you have regarding that experience?

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A BOOK REVIEW OF ADELE FABER AND ELAINE MAZLISH'S HOW TO TALK SO KIDS WILL LISTEN AND LISTEN SO KIDS WILL TALK

by
A. Christian Meyer

A. Christian Meyer is a recent graduate of the Master's Program in Special Education at Hunter College of the City University of New York.

It has been eighteen years since Adele Faber and Elaine Mazlish authored their behavioral management book, *How to Talk So Kids Will Listen and Listen So Kids Will Talk* (1980). As recent headlines about teenage delinquency and school violence indicate, it appears that it is again time to examine this supportive, gentle, and respectful approach to developing effective methods of communication with America's youth.

Inspired by the work of the late child psychologist Dr. Haim Ginott, this book provides methods for dealing with behavior in ways that build confidence, self-esteem, and a sense of cooperation in youngsters, while fostering higher levels of communication and respect between them and the adults in their lives. A quick glance at a few of the chapter headings reveals this book's positive, empathy-based focus: "Helping Children Deal with Their Feelings, "Alternatives to Punishment," "Encouraging Autonomy," "Engaging Cooperation," and "Praise." Each chapter presents ways to deal with negative behavior through trust and support, rather than by coercion and force.

Written from a parental perspective, yet easily adapted to classroom situations, this book features many anecdotes that illustrate the application of various behavior management techniques. As a result, reading the book gives one the feeling of participating in a parental support group. This is effective in that it is more meaningful to read about how a father's written note to his son resulted in the responsible walking of the family dog than to be simply told that writing a note is one way to achieve a desired result. Furthermore, the book's overall design is as supportive as the techniques outlined in its pages. Numerous exercises help readers practice and apply newly-learned skills, effective illustrations offer visual reinforcement of many techniques as they are introduced, and a useful section at the end of each chapter addresses general questions about how specific techniques might work, or fail, in certain situations. Simply put, this book provides a complete, interactive program for educating all adults (parents and teachers alike) in the nuances of effective communication with young people.

Since human behavior is unpredictable, it would have been arrogant of the authors to presume that their techniques would always be effective. Fortunately, Faber and Mazlish avoid such arrogance. They state, clearly and often, that their techniques are but a guide to behavior management and that, as youngsters grow and develop, methods of dealing with their behavior must also change. To elaborate, praising a seven-year-old for taking out the trash may ensure that s/he repeats that behavior in the future, but a similar approach taken with a teenager might be interpreted as sarcasm and could lead to resentment, not a feeling conducive to fostering cooperation. Still, the basic principles of support and respect that underline each of the techniques detailed in this book are appropriate for all ages.

As solid as it is, the book does have its flaws. For example, the authors favor children aged ten or younger when illustrating their techniques. While the occasional teenage experience is described, one who turns to this book to learn how to cope with a rough adolescence might come away disappointed. However, when implemented during a child's formative years, the Faber and Mazlish approach should lead to greater self-esteem, less reliance on others, and a strong overall sense of autonomy in children, thus setting the stage for smoother adult-child relationships during the typically rocky adolescent years.

Another problem is that the anecdotes tend to come across as contrived. Situations seem a little too tidy and certain expressions, used by different parents, are either the same or too similar. For example, the expression "I'm boiling," a fairly distinctive uncommon expression, is used by a couple of parents to describe anger. Had the parents used different words to express their anger (e.g., "I'm ticked" or "I'm steamed"), the anecdotes would have been more believable. Instead, it seemed as though Faber and Mazlish modified or fabricated anecdotes to better support the effectiveness of their techniques. This often left me feeling manipulated by the authors to buy into the success of their techniques.

Nevertheless, these criticisms point to minor concerns. The value of the information that can be pulled from the pages of this book does not suffer significantly from them.

Of the book's seven chapters, the first, focused on helping youngsters deal with their feelings, is perhaps the most important. All too often, adults may disregard a youngster's feelings by subconsciously imposing their own feelings upon that youngster. For example, if a youngster claims to be hot and an adult forces him or her to wear a sweater, the youngster's feelings have been ignored. As the authors stress, great damage can be done to a person's self-esteem by ignoring his or her feelings. Empathy is the key to stronger adult-child interactions.

Other important chapters discuss the inherent ineffectiveness of punishment, in that most forms of punishment fail to teach a lesson because they often have little relevance to specific misbehavior; the importance of meaningful, descriptive praise in the development of a youngster's self-esteem; and the implementation of techniques that encourage cooperation through gentle support. Examples of such techniques include describing a problem (e.g., "Your room looks good, but there is still a lot of stuff under the bed"), giving information (e.g., "Too much clutter under a bed creates dust and makes it much harder to find things"), saying it with a word (e.g., "Under the bed!"), talking about one's feelings (e.g., I am pleased that you tidied up your room, but I don't appreciate having to climb under the bed to finish the job"), and writing a note (e.g., "Help! We can't breathe under here! Please put us away! Signed, Your toys under the bed"). Each of these techniques provides the means to show a youngster where s/he went wrong without creating negative feelings. Again, the common thread linking all of Faber and Mazlish's techniques is the desire to encourage better behavior by building self-esteem and enabling youngsters to make their own decisions as to what needs to be done to demonstrate proper behavior in the future.

Obviously, not all of Faber and Mazlish's techniques will work with all youngsters in all situations, and it must be said that few of their techniques address potentially dangerous behaviors, such as experimenting with drugs. Still, Faber and Mazlish's techniques are essentially sound. If applied appropriately, they will lead to stronger, more open, and more cooperative relationships between adults and youngsters. This book may not be the perfect manual for managing behavior, but effective skills in this area cannot be fully developed solely by reading a book. Faber and Mazlish have at least provided the means to equip both teachers and parents with a solid framework upon which to build positive relationships with youngsters. Such relationships can only lead to better behavior in classrooms and homes alike. Thus, teachers would be wise to read this book and share it with parents as a valuable tool to help better handle the complexities of effective and supportive behavior management.

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Write up your proposal for a workshop and send it to:
Pam Pendleton, NRW-FH Bldg., 5755 Whiskey Hill Road, Wolcott, NY 14590.

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ANYSEED AWARDS

The ANYSEED Executive Board has established, over the years, four specific types of awards which it hopes to award annually to deserving persons and programs. These awards are presented at our annual conference. It is the Board's intent that members of ANYSEED nominate award recipients. In keeping with this ideal, we will publish, within each issue of *Perceptions,* information concerning the process you should follow to nominate an individual or program for award consideration. The specific awards are:

CONRAD HECHT MEMORIAL FUND. This fund was established to honor a former ANYSEED President following his untimely death. It is awarded in his memory to recognize an outstanding special education student, school, or agency. Guidelines for funds use are flexible, as long as a student or students benefit. Funding will not exceed $500 annually. Awards average in the $250 range. Application will be in narrative form, utilizing guidelines below. Nominations must be received by January 15th, with awards made by April 1st. Executive Board action is required. Recipient reporting within *Perceptions* or at an annual conference is also required.

STEVEN J. APTER LEADERSHIP AWARD. The Steven J. Apter Award is presented from time to time to an outstanding individual in the field of special education. Recipients should typify qualities of Steven J. Apter, an outstanding scholar and teacher at Syracuse University before his sudden death. Nominations will be accepted for individuals who have made significant contributions in any of the following areas: educational or organizational leadership, professional achievements, research/scholarship, or commitment to behaviorally disordered children and youth. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

EVERETT KELLEY VOLUNTEERISM AWARD. This award is named after one of ANYSEED's past presidents and is presented in recognition of his spirit of volunteerism during years of service to this association. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education or to professional organizations. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

TED KURTZ TEACHER ACHIEVEMENT AWARD. Named after one of ANYSEED's past presidents, this award symbolizes those values of excellence which Ted advocated during his years of educational service and leadership. Nominations will be accepted for special education teachers who have made a significant contribution and have shown commitment to individuals with disabilities. Utilize guidelines below and submit your nomination by January 15th. Non-monetary award. Plaque awarded at annual conference.

Nominations must be typed, submitted by January 15th, and include relevant items below:

a) Name of ANYSEED member making nomination, including address, and business and personal telephone numbers.

b) Name of specific award to be considered.

c) **If Recognition Award:** Information must include achievements, historical background, complete name and address of recipient, organization worked for and address, biographical sketch of individual, narrative rationale of why recognition should be given. Your letter of nomination with above information should not exceed two pages. Attach two brief letters of endorsement from other educators or professional affiliates to illustrate merit and/or program commitment.

d) **If Hecht Mini-Grant Funds** - Briefly address the following areas in your proposal: need, specific purpose, goals, specific outcomes, how evaluated, and how this grant would benefit behaviorally disordered children and youth. Method of reporting back on fund use. Description should not exceed two pages.

Send nominations by January 15 to: Janis Benfante, 598 Concord Drive, Webster, New York 14580

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The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

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